DOCUMENT RESUME

ED 079 833 EA 005 237

AUTHOR	Lahaderne, Henriette M.
TITLE	Year-Round Schools: An Assessment of the Program's Initial Year in Four Chula Vista Elementary Schools.
INSTITUTION	Chula Vista City School District, Calif.
SPONS AGENCY	Rosenberg Foundation, San Francisco, Calif.
PUB DATE	27 Nov 72
NOTE	118p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Academic Achievement; Administrator Attitudes; *Attitudes; Comparative Analysis; *Elementary Schools; Evaluation; *Evaluation Methods; Interviews; Parent Attitudes; Program Costs; *Program Evaluation; Public Education; Student Attitudes; Student Enrollment; Surveys; Tables (Data); Teacher Attitudes; *Year Round Schools
IDENTIFIERS	*45-15 Plan; California; Staff Attitudes

ABSTRACT

This document reports the results of an evaluation of the initial year of the modified 45-15 year-round program. The assessment attempted to estimate the acceptance of the plan by parents, pupils, and school staffs; describe the adjustments necessitated by the new school calendar; compare the programs of the year-round schools with those of schools operating on traditional calendars; and generate questions for future study, or identify issues that could influence the success of the year-round plan and the educational program. The presentation begins with the major findings regarding the adjustments to and the acceptance of year-round schools, as well as a comparison of year-round schools with those on traditional calendars. The major portion of the document deals with the procedures and findings of the evaluation. One subsection each focuses on a particular group of participants such as those of parents, pupils, and school staffs. The document concludes with a discussion of the issues raised by the findings. Six appendixes contain summary data and samples of the forms and memos used in the evaluation procedures. (Page 66 may reproduce poorly.) (Author/DN)

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YEAR-ROUND SCHOOLS:

AN ASSESSMENT OF THE PROGRAM'S INITIAL YEAR

IN FOUR CHULA VISTA ELEMENTARY SCHOOLS

Submitted to

Burton C. Tiffany, Superintendent
Chula Vista City School District

by

Henriette M. Lahaderne
Research and Evaluation Specialist

November 27, 1972

EA 005 237

Funded by the Rosenberg Foundation

ACKNOWLEDGMENTS

Dr. Leslie W. Six, Coordinator of Research and Evaluation, designed three components of the report: the parent telephone interviews, the comparison of pupils' attitudes, and the comparison of teacher morale. He also conducted the pretest phase of these studies. In addition, he conducted one of the three studies on pupils' academic performance and a follow-up study on pupils' preferences for type of school calendar.

Dr. George B. McClellan gave his critical attention to the report and contributed valuable ideas and suggestions. Evelyn D. Page collected and summarized the data pertaining to the principals at the year-round schools.

Participants of the year-round program - - parents, pupils, principals and their staffs - - and the staffs of selected schools with the traditional calendar cooperated generously.

The Rosenberg Foundation gave encouragement and financial support to the endeavor.

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INTRODUCTION

In July, 1971, the Chula Vista City School District began a modified 45-15 staggered cycle plan[1] in four elementary schools. The year-round plan immediately met the objective of securing needed additional classroom space without incurring the costs of constructing a new school. However, initiation of the new plan raised two broad questions. What reactions would the year-round calendar draw from pupils, parents, and school staff? How would the year-round schools compare with schools on a traditional schedule? The pursuit of these general concerns led to four evaluation goals:

1. Estimate the acceptance of the year-round plan by parents, pupils, and school staffs.
2. Describe the adjustments required by the new school calendar.
3. Compare the programs of the year-round schools with schools on a traditional calendar. Specifically, compare pupils' achievement, attitudes, and attendance; and teachers' morale and attendance. In addition compare some of the financial aspects.
4. Generate questions for future study, that is, identify issues which may influence the success of the year-round plan and the educational program.

---

[1] A plan by which four groups of pupils attend school on alternating schedules. Each schedule consists of about 45 consecutive class days followed by about 15 days of vacation. The schedule constantly repeats and the groups of pupils rotate their attendance. At any given period, three groups of pupils are in school and the fourth group is on vacation.

Several constraints limited the scope of the evaluation. Perhaps the most frustrating restriction was the inability to isolate the effects of year-round scheduling from confounding variables. Examples of such variables are the physical plant of the school, particularly whether it provides self-contained or open-spaced classrooms, and the school staff's values, expertise, and style of operation.

In an effort to hold constant as many variables as possible, the evaluation design included comparison of year-round schools to schools on a traditional calendar. However, two facts hampered the effort. First, what happens in schools is seldom attributable to a solitary element but rather to a configuration of elements. Academic achievement test performance, for example, is not only dependent on the single factor of a pupil's ability but also on his socio-economic status, the facilities the school provides, his teacher's competence, the community values, and on and on. It is evident that in selecting comparable schools a match was possible on a few, but certainly not all, relevant variables.

Second, the year-round schools had several unique features which did not exist in other district schools. For example, the area in which the four year-round schools are located is a recently developed subdivision. The area lacks churches, public transportation, post office, public library, parks, and recreational facilities. It is difficult to assess in what ways a new community such as this affects school affairs. However, there can be no doubt that it exerts an influence even though the influence may be subtle and complex.

Another unique characteristic of the year-round schools during the past school year was the fact that they were in a period of transition. The phenomenon

of change could not be matched in schools which might be comparable in other respects. In addition, two of the year-round schools qualified for the Title I compensatory education program. Although there were two other Title I schools in the district, they varied in too many ways from the year-round schools to be used as control schools. Lastly, one of the year-round schools began operation in an entirely new building with a staff that had never previously worked together. The challenges met by this staff were not paralleled in any other school.

The evaluation was limited to the initial year of the year-round program. If, as some educators believe, the year-round schedule has a cumulative effect, it may be too early to discern the general impact of the new calendar. If such is the case, the present report must be considered as a description of status at a point in time. Further experience will be needed before relationships between the calendar and the development of children, or the calendar and the curriculum become clear.

Finally, it was not possible to collect all the relevant data. Moreover, in order to avoid overburdening the pupils and staffs, the comparison of achievement test performance was based on data gathered through the state mandated testing program. Hence, the studies completed for the present report were limited to the available test data which dealt with the reading achievement of the primary grades.

The report is divided into three parts. The first part summarizes the major findings regarding the acceptance, adjustments, and comparison of year-round schools with schools on a traditional calendar. The second and longest deals with the procedures and findings of the evaluation. Each of its subsections

focuses on one particular group of participants such as parents, pupils, and school staffs. The third part discusses issues raised by the findings.

For the sake of brevity, schools with traditional schedules are referred to as traditional schools or as TDS, and schools with year-round schedules are referred to as YRS. Names of schools and individuals are withheld to preserve the anonymity of the particpants.

Findings are judged to have statistical significance if they reach the .05 level of confidence. That is, if the likelihood of a finding's occurrence is only five times in one hundred, its occurrence is judged to be more than a mere chance. Conversely, if a difference, for example, between TDS pupils and YRS pupils does not reach the .05 level, the difference is judged a chance happening and the TDS and YRS pupils are not considered to be significantly different from one another. Obviously, tests of statistical significance were not applied on data which were not amenable to such tests; nor were tests applied on data which were voluminous or inaccessible.

PART I. SUMMARY

Four goals were set for the evaluation of the initial year of the year-round program. These were: 1) estimate acceptance, 2) describe adjustments, 3) compare TDS and YRS programs, and 4) generate questions.

The first goal was to estimate the acceptance of the year-round plan by parents, pupils, and school staffs. Interviews conducted by telephone with a random sample of parents indicated that, after nearly a year's experience, 79 per cent of the parents favored the year-round schedule, 17 per cent preferred the traditional calendar, and 4 per cent were undecided. Thus, this finding indicates that about four out of five parents approve the year-round plan.

--- Data collected from three surveys of pupils showed that the percentage of respondents who favored the YRS was: 79% in October 1971; 49% in May 1972; and 65% in October 1972. On the basis of the third survey, which used a random sampling technique and which questioned the pupils after a full year's experience on the year-round schedule, it appears that about two out of three pupils prefer the YRS to the TDS.

--- Members of school staffs rated the year-round program on a scale of one to seven, with one being the lowest possible rating and seven the highest. The average of all the ratings was 5.6. Since 4 was the midpoint of the scale, a rating of 5.6 indicates a generally favorable attitude and can be interpreted as acceptance of the year-round plan. Another indication of staff acceptance is that, at the end of the year, only six teachers requested transference from the year-round schools (ten had originally made requests but four were withdrawn).

The second goal of the evaluation was to describe the adjustments required by the new school calendar. For parents, the major adjustment was, reportedly, the change in vacation schedules; many had a complication in having older children attend junior or senior high schools which were on a traditional calendar.

--- Pupils had to adjust to the change in vacation schedules. Again, it might have been complicated for those who had siblings in junior or senior high schools, or for those whose friends were in different attendance groups. Furthermore, most pupils in open-space schools reportedly had to cope with such changes as a shifting peer group and, in some instances, a periodic change of teachers. They also had to adjust, upon return from their vacations, to the need to be integrated into an ongoing instructional program.

--- School staffs probably were confronted with the most challenges; according to their reports, seven features of the year-round school demanded adjustments:

1. The number of pupils served by a school increased.
2. The attendance of pupils was rotated.
3. The school facilities, services, and building were in continuous use. Some classrooms were rotated.
4. Teachers' contracts varied in numbers of work days.
5. Teachers' vacation schedules were rotated.
6. An intersession program and schedule were initiated.
7. The year-round concept was a new idea.

--- Members of school staffs varied in their reactions. Briefly, they stated that the adjustments required them to assume an increased workload. Apparently, record keeping increased for nearly everyone; moreover, new procedures for maintaining the records had to be developed. Communications and meetings increased and were complicated by the rotation of pupils and teachers. Instructional planning increased. The rotation of pupils influenced the organization of curriculum units into three-week segments in loft (open spaced classrooms) situations and nine-week segments in the finger-type school. Rotation of classrooms caused teachers to discard some of their inventory. Conferences with pupils and parents increased.

The third goal of the evaluation was to compare the programs of year-round and traditional schools. Specifically, pupils were compared in achievement, attitudes, daily attendance, and attendance at extra school sessions (summer school and intersession classes). Teachers were compared in daily attendance and morale. A comparison was also made between some of the financial aspects of the two programs.

--- The reading achievement of three sets of second graders and two sets of third graders was compared. With the exception of one set of second grade boys and one set of second grade girls, the differences between the TDS and YRS mean reading scores were not statistically significant. The two significant differences which existed favored the second graders at traditional schools. A tentative conclusion may be drawn from these data: In the year of transition from a traditional to a year-round schedule, YRS pupils performed at about the same level as TDS pupils on reading achievement tests.

---Random samples of second and fifth graders were administered questionnaires which measured attitudes toward self and school. Again, with one exception, the differences between the TDS and YRS pupils were not statistically significant. Only the difference between TDS and YRS fifth grade girls' change of attitude toward school was significant. The difference favored YRS girls. Apparently, the year of transition had no adverse effects upon YRS pupils' attitudes.

---Attendance records were examined to compare the number of unexcused absences and sick days taken by the pupils. TDS pupils averaged 1.2 unexcused absences and 6.7 sick days; YRS pupils averaged 1.6 unexcused absences and 7.1 sick days. Thus, the YRS pupils accounted for more unexcused absences and sick days than did the TDS pupils. The greater number of unexcused absences taken by the YRS pupils' may have been due to initial confusion with the new calendar. It is difficult to speculate about the reason for the YRS pupils' higher incidence of sick days; however, the finding indicates that spaced vacations do not decrease the number of sick days pupils take.

---Office records were examined to compare the enrollment and attendance at summer school with intersession classes. Thirty-seven per cent of eligible TDS pupils enrolled for summer school and 27 per cent attended on any given day. Thirty-one per cent of the eligible YRS pupils enrolled for intersession and 30 per cent attended on any given day. On the average, 73 per cent of the enrolled TDS pupils and 96 per cent of the enrolled YRS pupils attended daily. Thus, the enrollment of eligible TDS pupils for summer school was higher than that of

eligible YRS pupils for intersession; however, the average daily attendance was higher among the YRS than the TDS pupils. One might speculate that the intersession classes were more appreciated by YRS pupils than summer school was by TDS pupils.

---The availability of school facilities to pupils who are on vacation is one of the special features of year-round scheduling. In assessing this feature, the usage of the school library was considered an indicator of the extent to which pupils take the opportunity to use the facilities. Upon return from one vacation, fifth and sixth graders were asked whether they had checked out materials or otherwise used the library. Nineteen per cent, or about one in five, of the vacationing pupils had used the library on their own initiative. Another 33 per cent of the pupils had used the library in connection with intersession classes. In all, 52 per cent of the vacationing pupils had used the school library. The finding suggests that the YRS may give pupils an opportunity to use school facilities and engage in constructive activity while on vacation that is not possible with a traditional calendar.

--- TDS and YRS teachers' attendance records were compared. On the average YRS teachers on the 184-189 day contract took 5.4 sick days. YRS teachers on the extended contracts took 6.0 days, and the TDS teachers took 6.9 sick days. The differences were not statistically significant. The proportion of contracted days taken as sick leave was three per cent for YRS teachers on the 184-189 day contract and YRS teachers on an extended contract. TDS teachers took four per cent of their contracted days as sick leave.

--- TDS and YRS teachers were administered the Purdue Teacher Opinionaire which measures teacher morale. At the start of the year the average total score was 332 for TDS teachers and 336 for YRS teachers. At the end of the year, the average total score was 341 (the publisher's norm) for both groups of teachers, that is, both groups were at the publisher's norm for the median. Thus, the reported extra demands of the transition from TDS to YRS did not adversely affect YRS teachers' morale.

--- A comparison between some of the financial aspects of the two programs was obtained by interviews with the Assistant Superintendent, Business Services. He pointed out that the year-round program saved the cost of purchasing a land site and constructing a new school building. He anticipated a savings of about $2,000,000 for the site, construction, and bond interest costs. Moreover, he noted that the budget for operational expenditures in the year-round schools is based on the same per pupil cost as in the traditional schools. Thus, no long-term differences in operational costs are anticipated between the two programs.

A fourth goal of the evaluation was to raise questions for future study. Several were suggested in the course of describing the findings but perhaps the most salient issue is the relationship between the year-round schedule and the instructional program. Two YRS features, the rotation of pupils and the inter-session program, suggest questions for future study: (a) Which of the adjustments teachers made or might make to the rotation of pupils facilitate or hinder desirable educational practices? (b) What meanings do pupils attach to the periodic change of peer group, classroom space, and sometimes of teacher? (c) What

are appropriate goals for the intersession classes and by what means should they be implemented?

- -

The preceding points of the summary are delineated in the following section, Part II.

Part II

PROCEDURES AND FINDINGS

Parents, pupils, and school staffs were contacted in various ways to obtain data pertaining to the year-round schedule. Office records were also examined for additional information. The following subsections describe the samples, procedures, and findings of the studies.

PARENTS

Parent reaction to the year-round program was assessed by means of telephone interviews conducted at the start and end of the school year, by several surveys directed by school principals, and by the perceptions gathered by school staffs through their interactions with parents during the year.

Telephone Interviews

Parents were questioned at the start and end of the school year to obtain both their initial reaction to the new calendar and their reaction after a year's experience with the year-round schedule.

Sample. Ten per cent of the parent population was randomly selected (using random digits table) by school and attendance groups. In July, 1971, 198 parents were questioned and of this number, 177 were questioned again in April, 1972.

Of the 177 families interviewed at the start and end of the school year:

(a) 72 or 41% had children in Junior or Senior High School

(b) 76 or 43% had the head of the family in active military service

(c) 23 or 13% had children in secondary school and were connected with the military (both a and b)

(d) 65 or 37% had only one child in elementary school; 60 or 34% had only two children in elementary school; and 52 or 29% had three or more children in elementary school

Procedure. Substitute teachers and a bilingual secretary conducted the telephone interviews. They received about four hours of training which included trial telephone interviews. The number of direct questions about specific aspects of the program were limited in an effort to elicit the personal expressions of the parents. Copies of the interview schedule and the instruction sheet are exhibited in Appendix A.

Findings. A noteworthy finding of the telephone interviews with parents is the preference expressed by them for the year-round calendar. Tables 1 and 2 summarize data concerning the parent preference and Table 3 shows how the parents perceived their children's preference.

In July, 1971, 53% of the interviewed parents were favorably disposed toward the concept of the year-round schools (YRS) but 22% preferred the traditional (TDS) calendar and 25% were undecided. Table 1 shows that after nearly a year's experience, 79% of the parents favored the YRS, 17% preferred the TDS and 4% remained uncertain.

Table 1

Percentage of Parents Who Expressed Preferences for School Calendar at Start and End of 1971-1972 School Year.

PREFERENCE	JULY 1971 (N = 198)	APRIL 1972 (N = 177)
Year-round	53%	79%
Traditional	22%	17%
Undecided	25%	4%

Table 2

Change and Stability of Parental Preference for School Calendar from July 1971 to April, 1972

JULY 1971	APRIL 1972		
	YRS	TDS	UNDECIDED
Year-round (N = 95)	90%	7%	3%
Traditional (N = 38)	58%	39%	3%
Undecided (N = 44)	73%	18%	9%

Table 3

Parents' Perceptions of Children's Reaction to Year-Round Schools at Start and End of 1971-1972 School Year

PARENTS' PERCEPTIONS	JULY 1971 (N = 198)	APRIL 1972 (N = 177)
Children like it	69%	84%
Children do not like it	18%	12%
Do not know	13%	4%

A closer look at the Spring 1972 data showed that of the 76 military families sampled, 86% preferred the YRS and 13% the TDS. Of the 72 families with children at the secondary level, 76% preferred the YRS, and 22% the TDS.

Table 2 shows the direction of the changes in opinion from the beginning to the end of the school year. Of the parents who favored the YRS at the start only 7% shifted to a preference for the TDS. Over half of the parents who initially favored the TDS stated, after a year's experience, that they favored the YRS; and the majority of undecided shifted to a preference for the YRS.

Table 3 summarizes how the parents viewed their children's feelings about the year-round school. At the start of the school year, 69% believed their children liked it, 18% said their children did not like it, and 13% did not know. After a year's experience, 84% of the parents perceived a favorable response by their children to the YRS, 12% saw a negative response, and only 4% were uncertain. Incidentally, of the 30 parents who reported in April, 1972, that they themselves preferred the TDS, 15 or half of them stated that their children liked the YRS.

An attempt was made during the telephone interviews to ascertain whether the YRS calendar caused problems in making vacation plans and whether the YRS was especially difficult for military families or for families who also had children on the traditional calendar at the secondary level. Table 4 summarizes the findings.

Fifteen per cent of all the parents questioned said the year-round schedule had complicated their vacation plans. A few of these parents said the spaced vacations did not allow prolonged travel or visits to relatives. However, most difficulties were due to the conflict between the vacation schedule of elementary and secondary pupils.

Table 4

Percentage of Parents Who Experienced Difficulties with the YRS

Families	Difficulty	Percentage
Total Sample (N = 177)	Vacation Plans	15%
Military (N = 76)	Military Transfer	5%
Children in Secondary School (N = 72)	Conflicting Schedules	25%

Of the 72 families with children in secondary school, 25% said they had difficulties because of their children's two school calendars. The two major complaints were that families with children on two schedules could not spontaneously take a summer day's outing and that secondary school children were not available during spaced vacations for baby sitting. Only 5% of the 76 military families said they had experienced a difficulty because of the YRS. Conversely, 95% of the military families had not had any problems.

Table 5 lists, in order of frequency, the comments parents made during the interviews. The comments were either unsolicited or in response to questions about the advantages and disadvantages of the year-round calendar. A majority of the comments were positive in nature. Of the total 519 comments, 401 were positive, 84 were negative, and 34 were neutral. The most frequent comments concerned the children's improved academic performance and increased interest in school. During the course of the interviews 102 or 58% of the parents said their children were doing better in school work and 51% claimed that their children were more interested in school. Many parents believed that spaced vacations allowed children to be more rested and eager about school.

Sixty-two or 35% of the parents mentioned that the intersession program was worthwhile. Forty-three or about one-fourth of the parents mentioned the benefit of being able to vacation at times other than summer. They were enthusiastic about traveling and visiting places of interest during the off tourist season. Many had enjoyed autumn and winter vacations. (There were several dramatic instances of families who vacationed as a group for the first time since their children had entered school. One such case involved a railroad man who cannot

Table 5

Comments Made by Parents

	Percentage of Parents Who Made Comment
Positive Comments	
Academic advantage	58% (102)
Motivation increased	51% (90)
Intersession worthwhile	35% (62)
Vacation at times other than summer	24% (43)
Savings on school clothes	19% (33)
Children kept off streets	13% (23)
Efficient use of school plant	11% (20)
Can see child more often	8% (14)
Better plan for working parents	6% (11)
Sibling relationships aided	2% (3)
Neutral Comment	
Junior/Senior High School should go year-round	19% (34)
Negative Comments	
Disrupts vacations	18% (32)
Hard on clothes	6% (11)
Hard for working mothers	6% (10)
Cannot do things as a family	4% (7)
Do not like combination classes	4% (7)
Academic disadvantage	3% (6)
Intersession does not meet expectations	3% (6)
Staggered cycle is confusing	3% (5)

get time off during the summer months. Another case involved a Greyhound bus driver who not only vacationed under the new calendar with his family but could take advantage of the Greyhound pass privileges. Although he had been entitled to family travel passes, he had never been able to use the passes during the busy summer months.)

Thirty-three or 19% of the parents mentioned that they preferred buying school clothes as needed rather than at one time in the fall. The neighborhoods where the year-round schools are located have been developed recently and lack recreational facilities for youngsters; this may relate to the fact that 23 or 13% of the parents believed an advantage of the year-round schools was that it kept the children off of the streets. Twenty parents were gratified by the more efficient use of the school plant. Fourteen parents felt the spaced vacations gave them a greater chance to do things with their children. Some of these parents had children at the secondary level and they saw the differing school calendars as an opportunity to give each child more attention. Three parents with children at the elementary and secondary levels believed the differing schedules had ameliorated the sibling relationships. The need for Junior and Senior High Schools to go on the year-round schedule was mentioned by 34 or 19% of the parents and was classified as neutral.

In addition to the 26 parents who had responded that the year-round schedule complicated their vacation plans, six more parents offered comments indicating they, too, had problems in vacation planning. In all, 32 or 18% of the parents stated that the periodic three-week vacation schedule had disrupted vacations. Several explanations were given. Some parents complained that the three-week

breaks were not long enough. Distant travel and long visits had to be abandoned or curtailed. Other parents stated they had difficulty in scheduling vacations. Sometimes this difficulty was due to the conflicting schedules of the father or of children in secondary school. In fact, eleven parents stated that conflicting schedules prevented them from taking a vacation. Other times the difficulty appeared to be the inability to carry out last minute plans. That is, the work schedules of some parents do not allow early plans; vacations are unpredictable and are taken during lay-offs or when business is slow. In these cases, the difficulty with the three-week break is not so much a matter of length as it is of time limits; obviously, a three-month period allows greater flexibility for spur-of-the-moment outings. Considering all comments about vacations, it appears 43 parents reported the YRS as an advantage and 32 parents as a disadvantage.

Eleven parents or 6% of the sample believed the year-round schedule was harder on their children's clothes. Ten parents considered the schedule difficult for working mothers, because the baby sitting services of high school students were not available during the spaced vacations. Seven parents (4% of the sample) with children in secondary school complained that the conflicting schedules have curtailed family activities. A few parents (seven or 4%) believed the year-round schedule increased the likelihood of the combination of grades in one classroom which they did not like. Six parents thought their children were doing less well academically under the new calendar than under the traditional schedule. Inter-session classes did not meet the expectation of six or 3% of the sample. Among their responses were the expression that the benefits of the summer school enrich-ment program were lost and that the function of intersession classes appeared to

be baby sitting. One mother expressed concern that the possibility of continual attendance at school would,in fact,institutionalize children. Five parents found the staggered cycle confusing.

In summary, by the end of the first year's experience, 79% of a random sample of parents expressed preference for the year-round schedule and 84% perceived their children as prefering the new schedule over the traditional calendar. The main advantages perceived by parents were their children's improved academic performance and increased interest in school. The major complaint concerned the disruption of vacation.

Surveys and Other Sources

In October, 1971, two principals requested the parents of pupils to submit a written ballot indicating whether they approved the year-round school. The ballots were sent home with the children. Of the 201 parents who responded, 88% said they liked the YRS, 11% said they did not, and one parent was undecided.

In July, 1972, a third principal surveyed the parents in his community for their opinions on a number of school issues. A copy of the summary is included in Appendix B. About 60% of the parent population or 342 parents at this year-round school responded. In answer to the question, "How do you feel about the year-round schedule?", 83% said they liked it. Interestingly, parents were more favorably disposed to the year-round schedule (83% in favor) than they were to two other innovative projects, namely, open space classrooms (71% in favor) and conferencing instead of report cards (68% in favor).

Other Sources

Prior to the implementation of the year-round program and again at the start of the second year's operation, families were given the option of transfering their children to a school with a traditional calendar. For the 1971-72 school year, 29 families transferred their children; for the 1972-73 school year, 12 families requested transfers. The smaller number of transfer requests for the second year might be a reflection of the parents' acceptance of the year-round concept.

Principals stated that neither parents nor children have resisted the new calendar. In the first year, principals compromised with families who were committed to vacation plans made prior to the announcement of the year-round schedule. In most cases this involved only a few days leeway and not more than two weeks. There were occasional requests during the school year to take time for special family events; however, this type of need is not unique to year-round calendar. Special requests are also made in regular calendar schools.

Principals noted that although there have been some complaints about baby sitting arrangements and conflict of schedules with children in secondary school, these complaints have been voiced in a moderate manner. Moreover, not all parents feel the same way. On the one hand, some parents say the year-round calendar has upset baby sitting arrangements and the difference between the schedules of the elementary and secondary children causes difficulties. On the other hand, some parents claim the year-round calendar has facilitated baby sitting arrangements and the difference between elementary and secondary school schedules enhances family relationships.

Teachers believed that parents, on the whole, were in favor of the year-round schedule. Concerns of parents seemed more likely to be about curriculum, discipline, and open-space classrooms than the new calendar.

PUPILS

A number of ways were used to find out how pupils fared during the first year of the YRS program. Achievement test scores of pupils in year-round and traditional schools were compared as were the responses of pupils to attitudinal questionnaires. Comparisons were also made of pupils' regular school attendance records and of intersession and summer school enrollments. In addition, year-round pupils were polled for their preference of school calendar and samples of children were interviewed to obtain a more intimate view of their reactions to the new calendar.

Reading Achievement Test Performance

Three studies comparing the achievement of TDS and YRS pupils during the school year 1971-72 have been completed at this writing. Study I compared IQ and reading achievement test scores of a random sample of second graders. Study II compared pre-posttest gains on reading tests of randomly selected second and third graders. Study III compared paired reading test scores of matched second and third graders.

Sample. For studies I and II, pupils were randomly selected from each attendance group of the four year-round schools and from four schools with traditional calendars. The traditional schools were matched as closely as possible to year-round schools on the basis of the mean IQ, mean reading achievement scores, and ethnic composition of the entire student body. Three of the year-round schools had open space classrooms; one year-round and the four traditional schools had finger-type schools.

Study III included all YRS second and third graders for whom a TDS pupil could be matched for sex, IQ, and reading achievement. The TDS pupils were drawn from traditional schools which had a socio-economic level comparable to the YRS.

Procedure. Reading achievement test scores were obtained from school records. Reading achievement was assessed by the Cooperative Primary Reading Test, Form 12A at Grade 1, Form 23A at Grade 2, and Form 23B at Grade 3. In Study I, the IQ was measured by the Cognitive Abilities Test, Primary II, Form I.

The data were analyzed by sex to control for any variance due to sex differences. Differences between group means were analyzed in studies I and II. The gains reported in study II are based on paired observations of the individual pupils' performance. Study III analyzed the difference between matched pairs of pupils.

Findings of Study I. Tables 6 and 7 show there were no significant differences in IQ between TDS and YRS second graders. The difference between the mean reading scores of boys was in favor of the TDS pupils and was statistically significant at the .05 level. The difference between the mean score of the girls was insignificant.

Table 6

Means and Standard Deviations
for IQ and Reading Achievement Test (Spring 1972)
for Second Grade Boys

	Traditional			Year-Round			t Test
	N	M	SD	N	M	SD	
IQ	41	96.95	16.48	53	96.45	16.16	0.15
Reading	41	2.74	0.81	55	2.40	0.83	2.01*

* $p < .05$

Table 7

Means and Standard Deviations
for IQ and Reading Achievement Test (Spring 1972)
for Second Grade Girls

	Traditional			Year-Round			t Test
	N	M	SD	N	M	SD	
IQ	59	95.54	16.04	54	96.15	13.35	0.22
Reading	60	2.68	0.75	60	2.63	0.88	0.33

Findings of Study II. Tables 8 and 9 present the data regarding second graders and Tables 10 and 11, the data on third graders.

Tables 8 and 9 show there were no statistically significant differences between the reading achievement test scores of second grade boys and girls, respectively, at the end of the first grade (May, 1971). Furthermore, the differences in gains between test performance at the end of the first grade and the end of the second grade were not statistically significant for either boys or girls.

Table 8

Means and Standard Deviations of
Reading Achievement Test for Second Grade Boys

	Traditional			Year-Round			t Test
	N	M	SD	N	M	SD	
May 1971	39	1.73	0.46	35	1.61	0.34	1.28
Gain: May 1971-May 1972	39	0.85	0.56	35	0.65	0.66	1.41

Table 9

Means and Standard Deviations of
Reading Achievement Test for Second Grade Girls

	Traditional			Year-Round			t Test
	N	M	SD	N	M	SD	
May 1971	35	1.94	0.63	45	1.73	0.45	1.62
Gain: May 1971-May 1972	35	0.93	0.57	45	0.89	0.62	0.28

Tables 10 and 11 show that there were no statistically significant differences in reading test scores for third grade boys and girls at the end of their second grade (May, 1971). The differences in gains between the end of second grade and the end of third grade (May, 1971-May, 1972) also did not reach the statistical confidence level of .05.

Table 10

Means and Standard Deviations of
Reading Achievement Test for Third Grade Boys

	Traditional			Year-Round			t Test
	N	M	SD	N	M	SD	
May 1971	40	2.30	0.78	49	2.13	1.13	0.80
Gain: May 1972-May 1972	40	0.78	0.62	49	0.57	0.75	1.38

Table 11

Means and Standard Deviations of
Reading Achievement Test for Third Grade Girls

	Traditional			Year-Round			t Test
	N	M	SD	N	M	SD	
May 1971	45	2.68	0.79	37	2.88	0.84	1.05
Gain: May 1971-1972	45	0.82	0.66	37	0.62	0.52	1.54

Findings of Study III. Table 12 summarizes data regarding the performance of second graders matched on IQ, sex, and first grade reading achievement scores. At the end of the second grade, TDS boys scored a mean grade equivalent of 2.41 and YRS boys, 2.25. The mean difference between the matched pairs was 0.16 and was not statistically significant. TDS girls scored a mean grade equivalent of 2.76; their YRS counterparts scored 2.43. The mean difference between matched TDS and YRS second grade girls was statistically significant beyond the .05 level of confidence.

Table 12

Comparison Paired Reading Achievement Test Scores for Matched TDS and YRS Second Graders

	Number of Pairs	TDS Mean	YRS Mean	$\bar{D}$	$SD_{\bar{D}}$	t Test
Boys	63	2.41	2.25	0.16	0.83	1.54
Girls	61	2.76	2.43	0.33	0.90	2.87**

** $p < .01$

Table 13

Comparison Paired Reading Achievement Test Scores for Matched TDS and YRS Third Graders

	Number of Pairs	TDS Mean	YRS Mean	$\bar{D}$	$SD_{\bar{D}}$	t Test
Boys	53	3.10	3.11	0.65	0.65	0.07
Girls	66	3.42	3.31	0.80	0.59	1.34

Data regarding third graders matched on IQ, sex, and second grade reading acheivement test scores are summarized in Table 13. At the end of the third grade, TDS boys scored a mean grade equivalent of 3.10; YRS boys, 3.11. The TDS girls had a mean of 3.42; YRS girls, 3.31. The mean difference between matched pairs was not statistically significant for boys nor for girls.

In sum, with the exception of one set of second grade boys and one set of second grade girls, the differences between TDS and YRS mean reading scores were not statistically significant.

It appears that in the year of transition from a traditional to a year-round schedule, YRS pupils performed at about the same level as TDS pupils on reading achievement tests. Because the evaluation was limited to information gathered through the state mandated testing program, the current report analyzed data pertaining only to the primary grades and to reading achievement. Future studies must examine the performance of intermediate grades and compare mathematics as well as reading achievement.

Attitudes Toward Self and School

Responses of TDS and YRS pupils to attitudinal questionnaires were compared to determine whether differences existed between the two groups in attitudes toward self and school.

Sample. Pupils at the 2nd and 5th grades were randomly selected from each of the attendance groups at the four year-round schools and the four schools with traditional calendars. The traditional schools were matched as closely as possible to the year-round schools on the basis of IQ, reading achievement, and ethnic composition. Three year-round schools and one traditional school had open space classrooms; one year-round and three traditional schools were finger-type schools.

Procedure. Questionnaires were administered by a proctor to groups of 20 children in a room other than the regular classroom. The questionnaires were read aloud to the pupils to offset any difficulty some pupils might have in reading the forms.

The four instruments used were abbreviated versions of those developed by the UCLA center for the Study of Evaluation of Instructional Programs. The Self Appraisal Inventory, primary level, assessed the second graders' attitude toward themselves. It consisted of 25 questions to which the pupils responded "Yes" or "No." One point was assigned to each response which indicated a favorable attitude. Sample items are:

1. Are you easy to like?
11. Are you a good reader?
9. Do you have enough friends?

A parallel instrument Self Appraisal Inventory II measured the fifth graders' attitude toward self. It differed from the primary by consisting of 40 true-false items. Sample items are:

6. I often get in trouble at home.

20. I am popular with kids my own age.

27. I am a good student.

40. I am often unhappy.

The School Sentiment Index, primary level, measured the second graders' attitude toward school. It consisted of 30 questions to which the child responded "Yes" or "No." Some examples follow.

12. Are the other children in your class friendly toward you?

18. Does your teacher help you with your work when you need help?

21. Do you like to learn about science?

23. Does your school have too many rules?

30. Do you like to come to school every day?

The School Sentiment Index II measured the fifth graders' attitude toward school. It consisted of 40 true-false items. Examples are:

11. My teacher listens to what I have to say.

25. The principal's main job is to punish children.

35. The biggest reason I come to school is to learn.

Findings. Tables 14 and 15 summarize the data concerning the second graders' change during the school year of their attitudes toward themselves and the school. Only the difference between the boys' self-appraisal posttest score was statistically significant. Apparently, TDS boys felt better about themselves

at the end of the year than did YRS boys. However, it should be noted that the difference in change during the year, that is, the gain/loss between the two test performances did not reach the .05 level of statistical significance. None of the other differences between TDS and YRS second graders was statistically significant at the .05 level.

Table 14

Means and Standard Deviations
of Attitude Questionnaires for Second Grade Boys

	Traditional			Year-Round			t Test
	N	M	SD	N	M	SD	
Self Appraisal:							
Pretest	42	13.02	3.45	57	12.81	2.84	0.33
Posttest	42	13.57	3.63	56	12.16	3.27	2.01*
Gain/Loss	42	0.55	3.19	56	-0.70	3.57	1.79
School Sentiment:							
Pretest	42	18.60	5.50	57	19.25	3.87	0.69
Posttest	42	19.26	5.76	56	18.04	5.47	1.07
Gain/Loss	42	0.67	4.09	56	-1.16	5.27	1.87

*$p < .05$

Table 15

Means and Standard Deviations
of Attitude Questionnaires for Second Grade Girls

	Traditional			Year-Round			t Test
	N	M	SD	N	M	SD	
Self Appraisal:							
Pretest	60	13.17	3.06	63	12.75	3.28	0.73
Posttest	60	13.25	3.59	62	13.37	2.44	1.30
Gain	60	0.08	3.33	62	1.21	3.92	1.71
School Sentiment:							
Pretest	60	20.00	5.05	63	19.57	3.96	0.53
Posttest	60	21.28	5.21	62	20.40	4.01	1.05
Gain	60	1.28	5.45	62	0.82	5.45	0.47

Table 16 shows that differences between the TDS and YRS fifth-grade boys in their attitudes toward self and school were not statistically significant at the .05 level. It can be seen from the data in Table 17 that TDS and YRS fifth-grade girls did not have a statistically significant difference in their attitude toward self. However, the difference between TDS and YRS girls in change of attitude toward school was statistically significant beyond the .05 level. TDS girls' feelings toward school became less favorable during the year whereas those of YRS girls increased slightly.

Table 16

Means and Standard Deviations
of Attitude Questionnaires for Fifth Grade Boys

	Traditional			Year-Round			t Test
	N	M	SD	N	M	SD	
Self Appraisal:							
Pretest	57	25.37	6.04	57	25.42	5.62	0.05
Posttest	57	24.65	6.89	57	26.19	6.09	1.27
Gain/Loss	57	-0.72	4.83	57	0.77	4.97	1.62
School Sentiment:							
Pretest	57	23.86	6.90	57	24.75	7.10	0.68
Posttest	57	22.56	6.87	57	24.63	7.00	1.59
Gain/Loss	57	-1.30	5.04	57	-0.12	6.29	1.11

Table 17

Means and Standard Deviations
of Attitude Questionnaires for Fifth Grade Girls

	Traditional			Year-Round			t Test
	N	M	SD	N	M	SD	
Self Appraisal:							
Pretest	46	25.50	6.01	70	26.33	4.69	0.83
Posttest	46	24.15	6.75	70	25.66	5.95	1.27
Gain/Loss	45	-1.00	6.15	70	-0.67	5.21	0.31
School Sentiment:							
Pretest	46	27.26	6.91	70	26.41	6.33	0.68
Posttest	46	23.78	6.68	70	27.13	5.30	3.00**
Gain/Loss	45	-3.11	7.38	70	0.71	6.05	3.03**

**$p < .01$

In sum, differences between TDS and YRS pupils in the changes during the school year of their attitudes toward self and school were not statistically significant for second-grade boys and girls and fifth-grade boys. Differences for fifth-grade girls were not significant in regard to the attitude toward self, but they were statistically significant beyond the .05 level in regard to the attitude toward school. TDS girls' feelings toward school became less favorable during the year whereas those of the YRS girls increased slightly.

Daily Attendance, Intersession Enrollment, and Library Usage

The daily attendance as well as the enrollment at summer school and intersession classes of TDS and YRS pupils were compared. In addition, YRS pupils' usage of the school library during vacations was examined.

Daily Attendance: Unexcused Absences. The tenth month cumulative attendance records of the four YRS and four matched TDS schools were compared. Schools again were matched on the basis of IQ, achievement, and ethnic composition. Table 18 shows that TDS pupils accounted for 16% of the district's total pupil population and 15% of the district's total unexcused absences. The YRS pupils accounted for 22% of the pupil enrollment and 28% of the unexcused absences. Another way of examining the data is to compare the average number of unexcused absences for each pupil for the two programs. Table 18shows that, on the average, a YRS pupil took 1.6 days in unexcused absences and a TDS pupil took 1.2 days. In other words, YRS pupils had a higher proportion of unexcused absences than did TDS pupils. Perhaps the adjustment to the new calendar caused some confusion or conflict in the initial year.

Table 18

Comparison of Unexcused Absences
Taken by Pupils at Traditional and Year-Round Schools

	TDS	YRS
Percentage of District's Pupil Enrollment	16% (3,081)	22% (4,445)
Percentage of District's Unexcused Absences	15% (3,644)	28% (6,984)
Average Number of Unexcused Absences Per Pupil	1.2	1.6

Daily Attendance: Sick Days. Theoretically, periodic three-week breaks should make a greater contribution to student health than the single month vacation because they provide timely rests throughout the year. If a relationship exists between the timing of vacations and health, one might expect YRS pupils to take less sick days than TDS pupils. The number of sick days taken by pupils during the school year were tallied from the tenth month cumulative attendance reports. The total number of sick days taken was compiled for each pupil and for each school. The YRS were compared to matched TDS schools.

Table 19

Comparison of Sick Days Taken by Pupils at Traditional and Year-Round Schools

	TDS	YRS
Number of Pupils Enrolled	3,081	4,445
Percentage of Pupils Enrolled	41%	59%
Number of Sick Days	20,587	31,509
Percentage of Sick Days	40%	60%
Average Number of Sick Days Taken by Pupils	6.7	7.1

Table 19 shows TDS pupils accounted for 41% of the enrollment and 40% of the sick days; YRS accounted for 59% of the enrollment and 60% of the sick days. Again, another way of examining the data is to compare the average number of sick days taken by a pupil. According to the data in Table 17, YRS pupils, on the whole, took 7.1 sick days whereas TDS pupils took an average of 6.7 sick days. The data suggest that spaced vacations do not make a difference in number of sick days pupils take.

Intersession

Intersession classes are held during each vacation break of each attendance group. In other words, there are four intersession periods for each attendance group or a total of sixteen sessions during a school year. The first year was exceptional in having seventeen sessions due to the initiation of the new schedule.

Intersession classes are the year-round program's equivalent of the traditional summer school but with some important differences. TDS pupils have the choice of attending only one extra school session during the summer vacation and for a six-week period. YRS pupils can choose one or more of four sessions which are scattered throughout the year, and are conducted for periods of three weeks. Thus, it appears the year-round schedule offers pupils the opportunity for more extra school sessions (twelve instead of six weeks) and more flexibility of choice (any one or more of the four sessions).

Office records were examined to obtain data on the enrollment and attendance of pupils in the YRS intersession program and in the summer school of four comparable traditional schools. The traditional schools were matched as closely as possible to the YRS on the basis of pupils' IQ, reading achievement, and ethnic

composition. Table 20 summarizes the data. Thirty-seven per cent of the eligible TDS pupils enrolled for summer school. Thirty-one per cent of the YRS pupils eligible to participate in one or more intersession classes enrolled in the program.[1]

Interestingly, a higher proportion of eligible TDS children enrolled for summer school than YRS children; however, average daily attendance was higher among the YRS than the TDS children. On the whole, 30% of eligible YRS pupils attended intersession and 27% of the eligible TDS pupils attended summer school. Moreover, on the average, 96% of the pupils who were enrolled for intersession attended the classes daily whereas 73% of the enrolled TDS pupils participated in summer school on any given day.

Table 20

Comparison Between Intersession and Summer School Enrollment and Attendance

	TDS	YRS
Pupils eligible for summer school	2411	not applicable
Pupils eligible for 17 intersessions	n/a	13,686
Pupils enrolled in program	902	4,294
Average number of pupils who attended on any given day	656	4,141
Per cent of eligible pupils who enrolled	37%	31%
Per cent of eligible pupils who attended on any given day	27%	30%
Per cent of enrolled pupils who attended on any given day	73%	96%

If YRS pupils have more opportunity to experience extra school activities than the TDS pupils, one might ask why the YRS enrollment was not higher than that of TDS. One possibility may be that the three-month vacation, on the one hand, permits children to attend six weeks of summer school and still have six weeks of vacation. The three-week break, on the other hand, may not be sufficiently long for both vacation and attendance at intersession classes. Having to choose between the two, parents and children may opt for the vacation. In connection with this possibility, it should be noted that some children attended more than one intersession program. Some teachers expressed concern that these children might not be getting a sufficient respite from schooling. The issue appears to need future study.

Library Usage

The availability of school facilities to pupils who are on vacation is one of the special features of year-round scheduling. In assessing this feature, the usage of the school library was considered an indicator of the extent to which pupils take the opportunity to use the facilities.

Upon return from one of their vacation breaks, fifth and sixth graders were asked whether they had checked books out of the school library or otherwise used the library during their break. In order to gauge whether the activity was self-initiated or prompted by teachers' assignments, the pupils were also asked whether they had attended intersession classes. Table 21 summarizes their responses.

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[1] According to current attendance records, the enrollment of eligible pupils has increased by 33% over the 1971-72 figure. That is, 40% of eligible YRS pupils have enrolled in the first five intersession classes of the 1972-73 school year.

Of the 968 children questioned, 52% indicated they had used the school library during their vacation. Thirty-three percent of the 968 children who used the school library also attended intersession classes, therefore, it cannot be assumed that their activity was entirely self-initiated. However, 19% or 1 in 5 of the children did not attend intersession and, presumably, used the school library on their own initiative. Some children indicated they used the library facility without checking books or magazines out. Future studies might examine in what ways the library serves children besides being a repository of books.

The findings suggest two implications. First, the year-round schedule may give children an opportunity to use school facilities and engage in constructive activity while on vacation that is not possible with a traditional calendar. Second, additional usage of the school library may require a reassessment of needs for staffing and materials.

Table 21

Percentage of Fifth and Sixth Grade YRS Pupils
Who Used School Library During One Vacation Break

Total pupils who used library		52% (509)
(a) Used library and attended intersession	33% (324)	
(b) Used library and did not attend intersession	19% (185)	
Pupils who did not use library		48% (459)

Pupils' Reaction

Pupils' reactions to the year-round calendar were sought in three surveys and in small group discussions. The first survey, conducted in October 1971, polled pupils in Grades 3 through 6. The children were asked in class by their teachers, "On the whole, do you like the year-round school?" The pupils responded by a show of hands. A second survey was carried out in May, 1972, to assess the pupils' reaction after a year's experience. In order to offset the influence of seeing their peers' choices, pupils in this survey cast a written ballot (See Appendix C) instead of showing hands.

Of the pupils enrolled in Grades 3 through 6, 74% took part in the October, 1971, survey and 57%, in May 1972. Since it was not known to what extent the participating pupils were representative of all pupils in these grades, a random sampling technique was used in the third survey. Thus, in October, 1972, about ten per cent of the YRS pupils in Grades 4, 5, and 6, who had attended the YRS during the full 1971-72 school year, were randomly selected. They were administered a brief questionnaire (See Appendix C) which required them to indicate whether they preferred the YRS or TDS and to state what they liked and disliked about the YRS.

Table 22 summarizes the data collected from the three surveys. The percentage of respondents who preferred the YRS was: 79% in October, 1971; 49% in May, 1972; and 65% in October, 1972. It is difficult to explain the fluctuations. One possibility could be that the period of the data collection influences the pupils. Another possibility may be that the responses are influenced by the sex of the pupils. Indeed, the October, 1972 data showed that 53% of boys preferred the YRS whereas 74% of the girls indicated a preference for the YRS.

Table 22

YRS Pupils' Preference for School Calendar

Preferred Calendar	October, 1971	May, 1972	OCTOBER, 1972
Year-Round	79% (1384)	49% (654)	65% (132)
Traditional	21% (370)	51% (686)	35% (72)

Note: Approximately 2354 pupils were enrolled in grades 3-6 during the 1971-72 school year. In October 1971, 1754 or 74% of the pupils participated in the survey; in May 1972, 1340 or 57% of the pupils cast a ballot.

In October, 1972, about 10% of the YRS pupils in grades 4,5, and 6, who had spent the full 1971-72 school year on the year-round calendar, were randomly selected for questioning.

The pupils' responses to the questions regarding their likes and dislikes of the YRS are summarized in Table 23. The most attractive feature of the YRS for both boys and girls was the vacation schedule. Intersession was the next most popular aspect with boys whereas girls noted that the schedule facilitated the retention of subject matter. The most disliked feature varied according to the sex of the pupil. Boys believed vacations were too short. Girls mentioned aspects of a social nature, namely, that the YRS schedule conflicted with vacation schedules of friends and parents. Presumably, contacts with friends were decreased and vacation plans with parents were disrupted. It is interesting to note that the comments of this random sample paralleled the remarks which another sample of pupils made in the small group discussions.

Table 23

Comments Made by Pupils

What pupils liked about YRS:	Percentage of Pupils Who Made Comment	
	Boys	Girls
Spaced vacations	26% (23)	46% (53)
Intersession	12% (11)	5% (6)
More vacations	2% (2)	4% (4)
You don't forget over vacation	2% (2)	11% (13)
You don't get tired/bored with school	1% (1)	3% (3)
You don't get bored with vacation	1% (1)	4% (4)
Year-round is more fun	2% (2)	3% (3)
I like it because you do more work	0 0	3% (3)
I like the teachers	1% (1)	2% (2)
I like everything about year-round	7% (6)	6% (7)
What pupils disliked about YRS:		
Vacations/summer too short	19% (17)	4% (4)
Have to go to school during summer/hot	3% (3)	4% (5)
Vacation conflict with parents	2% (2)	8% (9)
In school when friends out/other school/ other section	3% (3)	9% (10)
In school when older siblings out	1% (1)	4% (4)
Intersession	2% (2)	4% (4)
Forget during vacations	2% (2)	0
Miss special holidays	1% (1)	3% (3)
Get mixed up/changing rooms/the schedule	2% (2)	2% (2)
I don't like anything about year-round	4% (4)	3% (3)

Small Group Discussions. Discussions were held with small groups of pupils in an effort to become better acquainted with the pupils' perception of the year-round schedule. At each year-round school, a discussion was held with eight third and fourth graders and eight fifth and sixth graders. In all, eight sessions were taped, transcribed, and analyzed. The interviewer asked questions and recorded each child's response as well as the group's discussion. Following is a summary of the responses. Illustrative quotes from the pupils are included.

How do you like spaced vacations? Of the 48 children who participated, 36 said they liked spaced vacations, 11 preferred the three-month vacation, and one felt the same for both. A frequent reason some pupils gave for liking the YRS was that they did not get bored either with school or vacation.

> "I like the little vacations, because if you have it all at once you won't look forward in doing anything else except for going to school the rest of the time."

> " . . . because usually on three months you get bored the last two months . . . when you have three weeks there is always something to do."

In connection with vacations, one pupil's statement suggested that it may be easier to make plans for the periodic three-week breaks than the three-month vacation. He said,

> "We go all sort of places like the zoo, sea world, Disneyland and just all sorts of places. With three months you can have

> only once, and then you have to wait another year just to do it. But here when you come every nine weeks, you can go off about four times a year."

Two other reasons given for preferring the YRS were: the added opportunities to visit relatives and the retention of school work.

> "I think it's great because when I had the three months I hardly got to see my relatives. When I have the three weeks we go up to Long Beach and see my cousins."

> " . . . you don't hardly forget your work . . . because if you take the three months vacation you can forget the work that you learned . . . "

A variety of reasons were given by the eleven pupils who did not like the year-round schedule as well as the traditional calendar. Probably the two most recurrent reasons were the separation of friends because of the rotation of attendance groups and the conflict of parents and siblings' vacation schedules.

> "I don't like it because if you have a friend in another block like I do and you never get to see her for a long time because she is off on vacation because she is a B."

> "My dad gets six weeks off in the summer and if I'm in school we can't go away."

> " . . . like if it's a real nice day and my older brothers and sisters are going to school . . . and my mom wants to go to the beach she'd say no I can't because the other children are going to be home."

Three girls said it was too hard to catch up with the work upon their return to class. As one girl put it, " . . . you always get behind in your work when you come back from vacation . . . you have to do more homework than you usually do." A few pupils said the longer vacation permitted longer visits with friends and relatives; another girl said the year-round schedule interrupted her school work; and one boy said he simply preferred a longer vacation.

How do you spend your vacations? Most of the pupils said they spend their vacations in recreational pastimes such as swimming, reading, camping, painting, watching TV, going to the movies, and visiting relatives. A number of the pupils said they attended the intersession classes.

What do you think intersession is for? This question was asked to obtain the pupils' perceptions of the purpose of the intersession program. Most pupils believed the purpose of the intersession program was to divert the children on vacation, some thought its purpose was to keep the children up on school work, and some considered it a babysitting service. Here are some sample comments:

> " . . . have fun cause you don't have any friends at home--so you go to intersession to have fun."
>
> " . . . so you can do something and not just sit around."
>
> " . . . so you won't forget reading and math, and so you can have fun too."
>
> " . . . so you won't get stupid during vacation and forget things your regular teachers tell you."
>
> "To keep you out of your mother's hair and to give teachers work."
>
> " . . . if your parents work then you don't have to have a babysitter."
>
> " . . . it's to keep children from doing things that they shouldn't do, it keeps them out of trouble."

Do you like intersession classes? The pupils in the small groups were of the opinion that most children liked the intersession program, because in the words of one youngster, " . . . it's funner than regular school." A few pupils said they personally had been disappointed. One boy believed the work was too elementary. He complained, "All they give you are things like 1 plus 1." Another pupil com-

plained because he had not been able to work in his favorite subject.

What do you do at intersession? According to the pupils the activities include academic studies, arts and crafts, and field trips.

> " . . . work, play games, and go on trips. They teach you stuff."
>
> "Art, reading and math and all sorts of things."
>
> " . . . go to places--even the mountains!"

When you come back from a three-week vacation, is it hard to know what was going on in school? About two-thirds of the pupils in the small groups said it took them only a day or two to catch up. However, about a third of the pupils expressed difficulty in getting reoriented and felt it took about a week. A few pupils said they were assisted by friends who belonged to other attendance groups.

> "The first day I hardly did any work, cause I didn't know where I was supposed to go. The second day was okay."
>
> "It doesn't take me very long cause I have friends in almost every track and they tell me what's going on."
>
> " . . . takes a day. My teacher helps."
>
> "They plan a lot of things during the periods, and when you come back you don't know what they're talking about."
>
> "When you go on vacation you forget what it's all about and when you come back they don't review it with you."

What do your parents think of spaced vacations? Most pupils perceived their parents as liking the year-round school. One youngster's parents were uncertain because of the conflict in vacation schedules of older children attending secondary school. A few pupils thought their parents did not like the YRS and one girl did not know.

Do any of you have brothers and sisters in Junior or Senior High School? Has it affected family vacation plans? Several of the pupils in the discussion groups had older siblings attending secondary school. A few pupils saw no problem in the conflicting vacation schedules but some said they missed the company of their siblings. Moreover, they could not do such things as go to the swimming pool unaccompanied by their older siblings.

Do you have any suggestions? How would you make year-round school better? Suggestions indicated by the children's comments with some illustrative quotes follow:

(a) Reduce the absence of peers which is due to rotation of attendance groups by limiting the number of attendance groups.

> "They should have two tracks go out at once."
>
> "Track all the kids of the same age or of the same grade together."

(b) In regard to the vacations, have a longer summer break and also lengthen the periodic breaks from three weeks to four or five weeks.

(c) Allow choice and variety in the intersession curriculum.

> "Have a lot of subjects. No fun just having SRA all morning long. Should have math, SRA, language, science--also a free period."
>
> " . . . pick what subject you want instead of teacher telling you."

The discussions with the children suggested two areas for future study. The first concerns the adjustments which the rotation of pupils, teachers, and classroom space are requiring of the children. Most children appear to be coping adequately with the new features of the year-round program, yet it is apparent that at least some children are experiencing some difficulty in fitting into the

regular program when they return from vacation.

The second area for possible study concerns the implementation of the intersession program. The year-round schools are located in recently developed neighborhoods which have no parks nor recreational facilities, no public libraries, and no churches. The community in such an environment may expect the intersession program to provide something other than enrichment and remedial academic work. Indeed, the pupils' comments suggested a difference may exist between the community's expectations for recreational activities and the conventional view that the school should emphasize work of an academic nature. A future study might examine the intersession program's goals, means of implementation, and its relation to the regular program.

SCHOOL STAFFS

The 45-15 school calendar is virtually untried. Little is known of the demands which school staffs perceive in the new structure and less of the adjustments which staffs invent. For example, what adjustments are entailed in the rotation of pupils and the continuous use of the school facilities? Do the demands vary from position to position? In what way does the YRS affect either the work or personal life of the individual staff member? These and other questions were pursued through individual interviews with members of each school staff. Additional information about teachers was sought by examination of office records and the administration of an attitudinal questionnaire.

Before proceeding with the description of the procedure and findings. it may be useful to examine some features of the year-round schedule which confronted staffs.

1. The number of pupils served by a school increased. Four schools absorbed a fifth school's population. Put in another way the population of one school was divided among four schools.
2. Pupils rotated their attendance. The pupil population was divided into four attendance groups. At any given time, three groups were in school and the fourth group was on vacation.
3. The school and its facilities were in continuous use. When a teacher and her/his pupils went on vacation, another teacher and groups of

pupils moved into the vacated space. Textbooks and instructional devices remained for the pupils who were in school. Library, cafeteria and playgrounds remained open to all pupils including the ones on vacation.

4. Length of contract could be extended to a maximum of 238 days.
5. Teachers' vacation schedules were rotated, thus there seldom, if ever, was total staff attendance at a given time.
6. An intersession program offering classes throughout the year was initiated.
7. The innovative nature of YRS directed the attention of local, state, and national educators to the four participating schools.

The section on the findings will elaborate upon the degree to which these features made new demands or offered opportunities to the staff members.

Sample and Procedures

Data were collected from principals[1] for a five month period through weekly or monthly interview, from narrative logs kept by the principals, and a questionnaire. Three principals were assigned to open-space schools, one was assigned to a finger-type school, and the fifth principal administered the intersession program, conducted the information service for visitors, and assisted the other four principals.

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[1] Page, Evelyn, "Report Concerning the Administration of the Year-round School." May 1972, unpublished paper.

At each school, interviews were conducted with the librarian, the secretary, the health clerk, the nurse, the cafeteria manager and the head custodian. A sample of teachers interviewed was limited to one-third of each school staff because it was believed that the reactions of the selected third would be representative of the entire staff. The teachers were randomly chosen from among two groups--those who taught K-1 and those who taught 3-6. After the analyses of the interviews, a summary was sent to each staff member. This procedure allowed the teachers who had not been interviewed to offer comments (See Appendix D). Thirty-one teachers responded--sometimes to confirm an item in the summary, sometimes to question it, and occasionally to add a new point.

The purpose of the interview was to obtain a description of the adjustments necessitated by the year-round schedule from the staffs' point of view as well as the feelings and beliefs the staffs held about YRS. Interviewees cooperated willingly and even welcomed the opportunity to discuss their experiences. The explanation for the interview usually elicited the needed information, however, a check list was used to ascertain that all topics relevant to the evaluation were discussed.

The interviewer wrote the responses during the interview and, as soon as convenient, dictated a report which was subsequently transcribed. Each interview was analyzed for its content, expressed concerns were noted, and the content was reanalyzed to evaluate which aspect of the new program imposed demands on the various staff positions. Staff members also rated the YRS on a scale of 1 to 7, with one being the lowest rating and seven the highest.

Findings

Principals. The principals, as responsible authorities for the entire operation of their schools, dealt with the challenges and the possibilities of the seven new features described in the preceding section. In general, it meant increased administrative duties. An examination of each feature reveals some of the specific demands and adjustments.

The larger pupil population required principals to be concerned for the development of a greater number of pupils. It also involved an increase in communications and record keeping.

The plan for staggered cycles required the assignment of pupils to one of four attendance sections. Providing a balance within each group of such factors as ethnic and neighborhood background, number of pupils, sex, and grade was a time consuming task. Moreover, once the sections were formed, principals found that the flexibility for transferring a pupil, as in the case of a pupil-teacher conflict, was limited. They also found that new enrollees who came after the start of the year could not always be placed in their neighborhood attendance group because its size prevented such action.

The rotation of pupils on four staggered cycles also caused complication in communication and scheduling. With one-fourth of the pupils out at any given time, information releases were duplicated for vacationing pupils and their parents. Special services, such as inoculations, swimming lessons, and state mandated testing had to be scheduled twice. It was difficult to maintain continuity in extra-curricular activities unless vacationing pupils returned. Conferring and reporting also needed special attention.

With the periodic rotation of pupils, the need for storage of the outgoing group's materials had to be arranged. Precaution had to be taken that children who returned to school on their vacations did so for legitimate reasons and that they did not overload the school facilities.

Principals believed that a positive aspect of the rotation of pupils was its action as a catalyst for the individualization of instruction. Although the schools had considered individualization and some classrooms had programs underway, the flow of children stresses the need for instruction geared to a particular child rather than to a class of pupils.

The continuous use of the school plant presented new problems which have been at least partially resolved. One of these was the storage of materials belonging to vacationing teachers and pupils. Another was the shifting of classes from one room to another. Principals stated wear and tear on furnishings and equipment increased with the year-round operation. However, it may be that the additional use assures full usage of the equipment before obsolescence.

Principals reported that another consequence of the year-round operation was increased contact with the community. The extra effort required by the increase in visits, meetings, and conferences with parents was considered worthwhile for it enhanced the integration of the school with the community.

The principals welcomed the variation the YRS allowed in length of teacher's contract and in the timing of teachers' vacations despite the problems it caused in staffing, scheduling, and communication. The principals considered that the change, on the whole, was a morale booster. The greater flexibility allowed

higher earnings, timely rests, and off-season vacations. They also pointed out, however, that at any one time there were always some teachers on vacation. Some consequences they noted were: (1) teams of teachers functioned ineffectively when the leader was out; (2) unless teachers sacrificed some vacation they occasionally missed important meetings and inservice training; (3) vacationing teachers were not always informed of announcements and decisions made during their absence, and (4) sometimes their absence prevented their participation in an important decision.

In 1971-72, pupils in attendance groups A, B, and C had four vacation periods; the D group had five. During these periods children either took time away from school or they attended the intersession classes. The change from a three-month vacation to several periodic breaks was deemed an advantage of the year-round schedule. Principals agreed that spaced vacations refreshed the students and animated their interest in school. Extra work was involved, nevertheless, because some pupils returned to use the school facilities or take part in extracurricular activities. Their presence required supervision and a need to prevent an overload on the facilities.

The intersession program, which was continuous throughout the year, was administered by the fifth principal. As a new program, the intersessions required the development of policies and procedures in regard to goals, activities, and staffing.

The seventh feature of the year-round school which made demands upon principals was the innovative nature of the program. These demands probably

will abate as the program becomes better known and more widely implemented. The fifth principal who administered the intersession program was charged with conducting an information service for visitors. His service relieved the other principals of preparing and delivering presentations; nevertheless, they had to respond to the many inquiries they received from educators and parents by letter, telephone, and in person.

Three other demands resulted from the innovative character of the program. First, temporary personnel needed special orientation. For example, substitute teachers who were unfamiliar with the program would have been lost without background information. Second, the new program required more than the usual number of planning meetings. Third, in order to counter the traditional expectations of the staff and parents, time had to be given to extra discussions and explanations.

The principals rated eight aspects of the year-round program on a scale of one to seven (one = least satisfaction; seven = greatest satisfaction). The ratings are summarized in Table 24. Since a rating of 4 is considered the midpoint, one notes that the aspect about which principals felt most positive was the advantages that year-round scheduling holds for pupils. They were least satisfied with the work load. This low rating reflects their perception of extra duties and the responsibility of administering a new, complicated system. The overall average was 4.3.

Secretaries. The creation of four attendance groups had, in the words of one secretary, the effect of placing " . . . four schools under one roof," because it required secretaries to maintain records, send notices, and keep supplies for

Table 24

Mean Ratings Assigned by Principals to Year-round Program

Pupil advantages	6.0
Curriculum	4.4
Professional considerations	5.0
Personal considerations	5.2
Principal's vacation - scheduling	4.6
Principal's vacation - length	3.8
Salary	3.6
Work load	1.8
Overall average	4.3

four groups. For example, before each group went on vacation, the secretary took care that "cum" folders were completed. Notices of vacation which previously were sent out once, now were sent four times to parents. In 1971-72 there were seventeen such notices. Supplies had to be ordered for the four groups as well as the intersession program.

Minor difficulties were experienced because of the rotation of pupils. It was difficult to meet the deadline on reports such as the Federal Survey because one-fourth of the pupils were out. Occasionally, records were thrown off because a pupil transferred during his vacation but notice of the transfer was not received by the secretary until the end of the pupil's three-week break. "Cum" records were delayed whenever children transferred during their teachers' vacations.

At the start of the school year, a new record and filing system had to be set up in order to take into account the pupils' attendance groups as well as the rotation of their attendance and the rotation of their classroom. The rotation of teachers' vacations also required secretaries to record the minutes of all meetings in order to keep vacationing teachers posted on relevant matters. The increase in staff required more bookkeeping, such as the maintenance of teacher time cards.

The increase in the number of pupils resulted in the need for additional records such as "cum" folders. The larger number of pupils passing through the school meant the secretaries had contact with a greater number of pupils throughout the year. Secretaries also had a higher frequency of daily contacts with children because the vacationing children either attended intersession or visited the school on their own. The result of these extra contacts was the need to process

additional bus requests, food requests, and permission slips.

The innovative nature of the program required secretaries to process additional inquiries and visitors. One secretary brought out the overlooked fact that the YRS was a new concept to many staff members. New terms had to be learned and there were some communication difficulties until everyone knew the language.

The secretaries' ratings for the YRS averaged "5" which is above the middle point (4) rating. On the whole, they gave the impression of being favorably disposed to the YRS. Their chief complaint was that the work load was too demanding. They stressed the need for more vacation and suggested a fifth secretary might alternately substitute for each of the four regular secretaries. One secretary suggested that the Data Processing Services be improved and she pointed out as an example the need for updated child directories. Secretaries expressed a desire to have the opportunity to take part in Professional Growth Day.

Attendance Clerks. The increase in number of pupils, the rotation of pupils, and the intersession program were aspects of YRS which affected the attendance clerk. All chores, including record-keeping and sending out notices to parents, increased in volume. Children who attended the intersession classes were added to the clerks' responsibilities.

The staggered cycle required the clerks to maintain four sets of records. One of the clerks repeated the secretary's observation that the YRS was " . . . like four schools in one." To facilitate the identification of each group's records, a color coded system was developed. Meeting deadline reports and scheduling

special services such as inoculations were complicated by the rotation of pupils. Care had to be taken that vacationing teachers received messages and notices upon their return.

The clerks' average rating of YRS was 6.4 which indicates high acceptance. They expressed a need for more vacation time, a desire to participate in Professional Growth Day, and a request for the option between a ten-month contract and an extended contract.

Nurses. Two nurses were assigned to the four year-round schools. Their observations were similar to those of the attendance clerks. The volume of clerical work had increased; files had to be set up for the identification of the pupils' group; and scheduling was complicated by the staggered cycles.

The nurses rated YRS at 6.5 which indicates high acceptance. It should be noted that in contrast to the secretaries and attendance clerks, the nurses were not on extended contracts. They liked the experience of spaced vacations.

Cafeteria Manager. The continuous use of school facilities, the eligibility of vacationing children, and the rotation of attendance groups demanded a continuous and increased volume of service. This incurred extra work and record keeping. For instance, the number of children who request service never varies in the traditional calendar school, but in YRS there is a variation with the rotation of pupils every three weeks. The managers must note which groups are in session in order to give a correct count to the central kitchen. As another example, reports are submitted at year's end in TDS but the YRS requires monthly reports. The managers agreed these were relatively minor adjustments that

worked out smoothly. One of the managers pointed out that the cleaning operation had improved because they were tackling the chores a few at the time instead of waiting to do the bulk in the summer.

The cafeteria managers' ratings of YRS averaged 6 which indicates high acceptance. One manager appreciated the opportunity to work on extended contract and thereby earn more money. Another manager stated she liked the YRS concept but the schedule was in conflict with that of her children who attend a traditional school, and, furthermore, the year-round schedule did not allow her to attend summer school courses.

Custodians. Three features of YRS affected the custodian's work. First, the increase in pupils increased the wear and tear on furnishings, facilities, and in some cases, the moving of furniture. Two custodians in loft-type schools stated there was insufficient storage space but they added this was a problem common to all schools. The custodian in the finger-type school, where storing materials and moving of furniture occurred every three weeks, stated that problems involved in the moving were being resolved. He believed the new tasks required a little extra work and the coordination of schedules.

The continuous use of the school was the third aspect of YRS which demanded adjustment of schedules for special and heavy cleaning. Some special cleaning, such as windows, was done at night. The carpet cleaning was deferred until the Christmas and Easter vacations which were the only periods when the schools were not in full use. Day and night shifts were maintained during these brief periods. The custodians pointed out that the scheduling for carpet cleaning could be improved if they had more than one cleaning machine.

Custodians did not believe there had been a change in the amount of vandalism during the school year. They did think, however, that children who returned to the school grounds after about three days of vacation upset the school routines by riding their bicycles in and out of the school grounds, using the lavatories, and having lunch.

The average rating given the YRS by the custodians was 4.6. The ratings ranged from 3 to 7 which indicates a considerable difference of opinion. They all viewed flexible vacation schedule as an advantage of the YRS. They recommeded alternatives for the scheduling of heavy cleaning, namely, purchasing more machines so that more than one custodian could work at one time, or the hiring of a Saturday crew, or the assignment of a two-man team to rotate in carpeted schools.

Librarians. The increased number of pupils and the year-round operation resulted in a continuous and increased circulation of books and usage of libraries. Librarians concurrently serviced the children in school and those who were on vacation or attending intersession classes. Thus, the librarians handled an increased number of services and paper work. The rotation of pupils demanded special attention to the scheduling of meetings and lectures.

The increased circulation has meant more wear and tear but this was seen as efficient consumption. The librarians pointed out that their aim is to have as wide a circulation and as frequent a usage of the library as possible. The YRS facilitated the attainment of these goals. Moreover, books, materials, and equipment tend to become dated; the increased use makes possible a full benefit of the investment.

The librarians' ratings averaged 6.5 which reflects high acceptance of the YRS. Of the four librarians, two had ten-month contracts and they stated they did not want a longer contract. The librarians also noted that the year-round schedule makes it difficult, if not impossible, to take advanced college courses. They suggested an accommodation be sought with local colleges or a provision be made for release time. So far as supplying the school library was concerned, they recommended a multiple of popular books instead of a wide variety of single books because of the overlapping attendance groups. They also recommended the service of an additional professional librarian to assist with the intersession program.

Teachers. Five areas pertaining to teachers were examined: (a) the assignment of pupils, (b) reactions to the YRS, (c) length of contract, (d) attendance record, and (e) morale. Data about the assignment of pupils and the teachers' reactions to the YRS were obtained through individual interviews with teachers. The procedure was described in the prior subsection entitled "Sample and Procedures."

(a) The assignment of pupils. Among the first challenges teachers faced was the grouping of four sections of pupils whose attendance is rotated every three weeks. Various plans were devised. Four are depicted in Figure 1.

Plan A was adopted by the faculty at the finger-type school and by a few teachers in the open-space schools. According to the plan:

1. The length of the contract is for 184 days (except the Miller-Unruh and LAC-A teachers at the finger-type school who had extended contracts.)

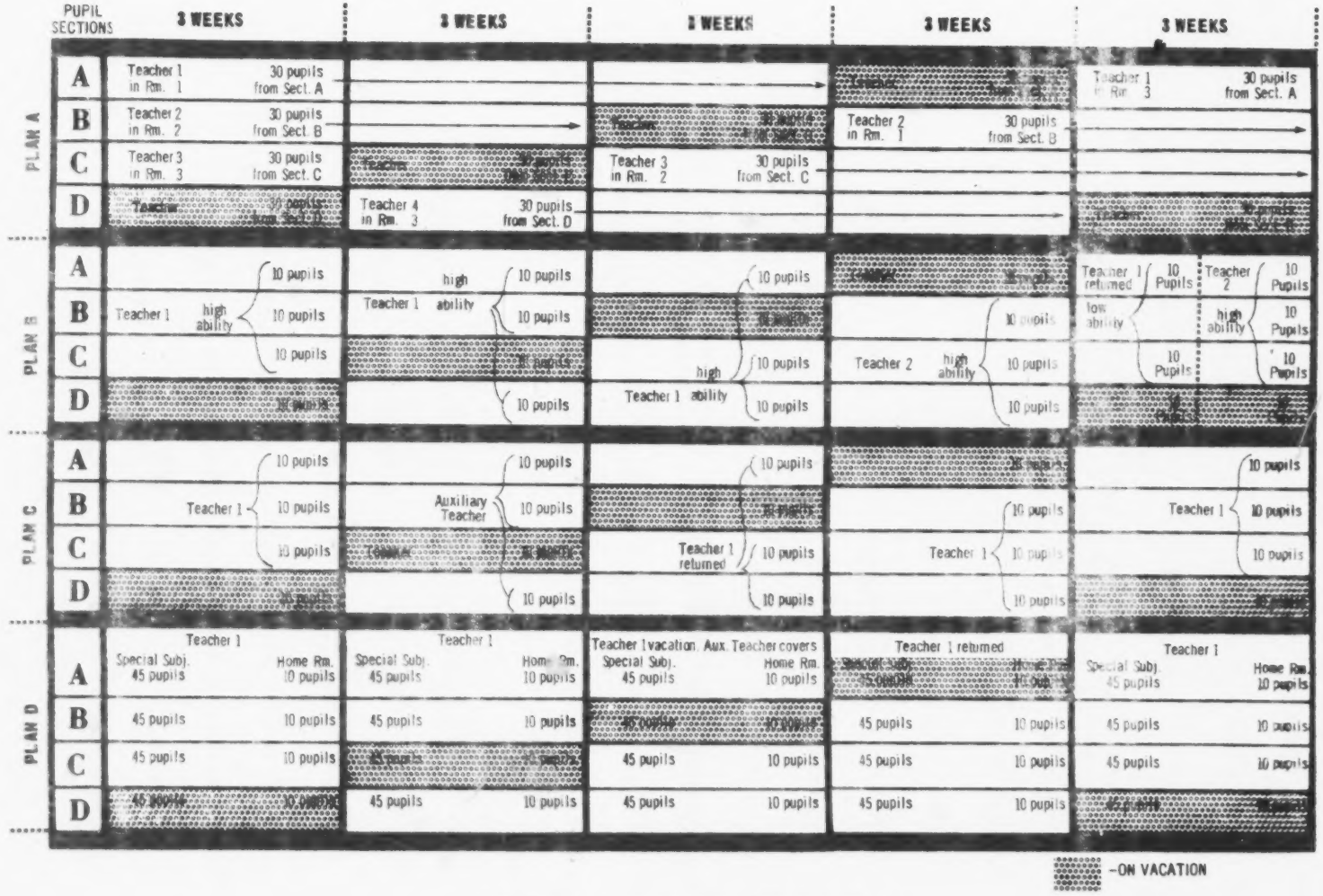

FIGURE 1. PLANS FOR ASSIGNMENT OF PUPILS

2. The teacher is assigned pupils from one section only. Hence, teacher and pupils have the same schedule. The class group remains intact--pupils remain with the same teacher and the same classmates.
3. The class group returns to a new classroom when they come back from vacation. In other words, a classroom is rotated from one group to another every nine weeks.

The plan demands of teachers: (a) to teach in cycles of about nine weeks, (b) to take three-week vacations which are spaced around the year, (c) to change classrooms after nine weeks, and, in some instances, (d) to teach classes of combined grades instead of one grade level only.

The condition which complicated teachers' adjustment in the finger-type schools was the periodic change of classrooms. Teachers set up a classroom; nine weeks later they dismantled it, packed, and stored the materials for three weeks at which time they returned from vacation. They unpacked and once more set up class in a new room. As an assist, teachers were each furnished a mobile cabinet which was wheeled from classroom to classroom. The teachers discarded much of their inventory. Nevertheless, according to the teachers, storage still presented a problem particularly in regard to textbooks. Returning teachers came to new classrooms which held the textbooks of the newly departed attendance section. The books were often inappropriate for the new occupants and the teacher had difficulty in locating sufficient books for her pupils. At this writing, the feasibility of a central storage for textbooks is underway. According to reports, the distribution of textbooks will be coordinated more smoothly in the future.

The change of classrooms also required teachers to use at least the last one-half day of their vacations to set up the new classrooms. If they started on a Monday, they came in on the preceding Friday noon and worked over the week end.

Evidentally, moving every nine weeks also had its benefits. Some teachers believed the move forced them to review instruction and materials. They also thought that the putting up and taking down of displays eliminated the worn and the obsolete. "Very few displays serve any meaningful purpose after nine weeks," said one teacher.

The situation in a loft was slightly different. Moving out of a classroom was not always necessary. However, some teachers were reluctant to leave behind their special displays and equipment because of the high risk of loss, theft, or breakage. They recommended ample storage which was mobile and could be secured with a lock.

Nine-week cycles tended to make the teacher plan units of nine weeks' duration. The timing of the cycles also prompted some teachers to have parent conferences and to report children's progress more often than they had under the traditional calendar.

Plan A was adopted by a few loft teachers at the primary level who believed that young children need the continuity in their relationship with the teacher and this could be facilitated best by Plan A. Most loft teachers, however, adopted Plan B, or C, or D. It should be noted that these are three basic plans. Teachers experimented with other varieties and sometimes changed from one plan to another as they gained more experience.

Plan B characteristics are:

1. The length of the contract is for 184 days.
2. The teacher is assigned 10 pupils of the same ability group from each of the four sections. That is, pupils are divided within each section into high, medium, and low ability groups; thus, the pupils assigned to a teacher are from different attendance sections but similar ability pools.
3. Every three weeks, 10 pupils go on vacation and 10 return from vacation.
4. When Teacher I goes on vacation, another teacher takes over her group of pupils. When Teacher I returns from vacation, she takes a new set of children of different ability from a teacher who is going on vacation.
5. When pupils return from vacation, they remain intact as a group but they have a new teacher.
6. At any one time the teacher has 30 pupils in class and 10 on vacation.

The plan provides for a mixture of children from all attendance sections, however, since they are grouped by ability heterogeneity of groups is questionable.

The plan requires adjustment of the teacher to the rotation of children every three weeks. The teacher who described this plan believed the inability to follow through on her original group of pupils was a disadvantage. She no sooner became familiar with one group when she was assigned to a new group whose needs, curriculum and materials had to be learned. She reported one advantage was that no one was permanently assigned to the low ability group. The plan also requires the cooperation among teachers to bring one another up to date and to share ideas

and materials. The vacationing teacher must return early from her vacation in order to confer with the outgoing teacher whose group she is assuming.

Plan C provides:

1. The length of the contract can be for 184 days or more.
2. The teacher is assigned 10 children from each track. At any one time the teacher has 30 pupils in attendance.
3. Every three weeks 10 pupils go on vacation and 10 return from vacation.
4. This plan differs from Plan B in that the teacher remains with the same children throughout the year. When the teacher goes on vacation, an auxiliary or floating teacher takes over the group for the length of the period. The teacher returns to her group when she comes back.

The plan has variations. For example, a team of teachers in a loft may have 30 pupils assigned to each team member; however, the pupils may be cross grouped among the teachers for some or all subject areas. Another example is that of a two-man team, each on a 184-day contract with one member of the team always present. Such a plan was implemented at the primary level by teachers who believed the arrangement gave continuity of the teacher figure to the pupils.

The plan demands adjustment to the rotation of pupils every three weeks; it requires an ability to teach in a team.

Plan D's features are:

1. The contract can be for 184 days but typically has been for more days.

2. The teacher is responsible for two assignments. The first is teaching one or two subjects to all children in the loft; the second is to serve as home room teacher to a selected group of children. The pupils in her homeroom are grouped 10 from each attendance section as in Plan C.
3. Every three weeks one-fourth of the children go on vacation and another one-fourth return from vacation.

The rotation of pupils is an adjustment common in Plans B, C, and D. At first glance this would not seem to entail much rearrangement of the teacher's schedule--ten children leave, another ten return and a balance is maintained. The teachers report that the adjustment is more complex. Every third week the teachers assess the progress and needs of the outgoing children and confer with the pupils and perhaps the parents. They complete records to show where the pupils are at the ninth week and what the pupils should be assigned when they return from vacation. Records are also needed to communicate to other teachers on the team. One-fourth of the children leave on every third Friday.

The following Monday, another one-fourth of the children return. The returning children must be integrated into the on-going program. More conferences and special attention are needed. Reportedly, the flow of pupils stresses the need for individualized instruction. The three-week cycles have also influenced the planning of curriculum into three-week units.

Although the teachers never have more than three sections or three-fourths of the pupils in attendance, they perceive an increase in the number of pupils for

whom they are responsible. The perception exists, no doubt, because responsibility and concern does not cease when the pupils go on their three-week break. A teacher exclaimed, "The children may be temporarily out of sight but they are not out of mind." Furthermore, the additional quarter pupils mean a greater quantity of whatever the teacher prepares for pupils--worksheets, report cards, progress charts, records of all kinds. It also means more time must be allotted for planning and conferring with pupils and parents.

A second adjustment common to plans B, C, and D was the ability to teach in teams. The requisites for successful teaching in teams is beyond the scope of this paper. Suffice to say, teachers who had prior experience with teaching in teams and who had explored ways of individualizing their instruction seemingly made the smoothest adjustment to the rotation of pupils.

(b) Reactions to the YRS. Thus far, teachers' plans for the assignment of pupils and the accompanying adjustments have been described. The following paragraphs summarize the themes which emerged from the teachers' interviews.

One of the two most recurrent themes was that year-round school was good for children. To be sure, there were a few exceptions, but on the whole, primary, intermediate, and special teachers agreed:

1) Children like it; they look forward to their vacations.

2) The spaced vacations refresh the children.

3) Children are less bored with school . . . more motivated.

4) Children need little, if any, review when they return from vacation.

Although teachers agreed little review was needed, they held various

opinions about this observation: (a) Some teachers felt that the retention was especially evident with high ability students; others felt it was more apparent with the low ability students or children for whom English is a second language. (b) Some teachers believed children retained academic subject matter because they had attended intersession classes or had worked at home to "keep up." Others did not believe any special effort went into the retention. They thought review may have been overstressed in traditional school whereas the urgency to mesh returning pupils has shown pupils retain more than what is expected. They also noted that returning pupils pick up from the peers who have been in attendance. (c) Some teachers believed that what children retained were the procedures, rules, and routines of classroom life rather than academic subject.

While on the subject of pupils' learning, it should be noted that a few teachers said "learning picked up a lot." But other teachers stated there was no apparent improvement of learning in the year-round school, the year-round school eventually may yield better results.

5) Year-round school is a more continuous experience than traditional school. Children do not lose time before or after vacation. There is no pre- or post-vacation "high." As one teacher put it, ". . . no big thing about the breaks . . . children work through the last

afternoon and come right back to where they left off." A minority disagreed and believed there were pre- and post-vacation "highs."

6) Children have adjusted with relative ease to year-round school. Here are some comments of teachers:

> "They're tuned in to the whole thing. They are not troubled by the absence of classmates--evidently, they have accepted the rotation of attendance sections . . . They are not bothered by the change of classrooms . . . At first some children thought they would not get vacations but now that they have experienced several short breaks, they like the frequency of vacations."

Again, there were divergent viewpoints: One teacher in a loft thought some pupils did not like to go on vacation because things are changed when they return to school. Some primary teachers in the lofts believed that a few children had difficulty in adjusting to year-round school; and that these children might feel more secure if they returned from a break to the same teacher and to the same classroom space. One primary teacher thought that adjustment to year-round school was difficult for ESL children but she conceded adjustment to school, regardless of the program, would be hard for children who have little or no knowledge of English.

Additional comments about pupils were: a) Children seem to have a more transient attitude toward things, for example, they seem to lose books more frequently. b) Peer relationships may be improved. In the TDS, friendships formed at the start of the year are not likely to change soon nor easily. In the YRS, the three-week breaks facilitate a change of friends or an extension of

friendships. This possibility is important if initial associations prove to be unhappy. c) LAC-A teachers, as a whole, believed they were having more success in integrating their pupils back into the regular class. Some felt there were fewer behavior problems. One teacher thought the improvement might be due to the fact that the YRS had encouraged more consistent planning and more continuous contact between teachers and parents. In contrast to these views, one LAC-A teacher was apprehensive that all of the changes—rotation of peers, of classroom spaces, of teachers—was detrimental to her pupils.

The second recurrent theme was the increase in workload. The perception of a heavy workload was indicated by the earlier discussion regarding the various plans for pupil assignment. The reasons for the perception of the increased workload have been discussed. They were the rotation of pupils, the increase in number of pupils served, and the rotation of classrooms. These features of the YRS increased instructional planning, record keeping, and pupil and parent conferences.

Four topics were brought up which might be classified as aspects which complicated the implementation of YRS. First, in the opinion of several teachers, the loft or open-space classrooms required more adjustment than the year-round calendar. For some teachers the loft presented a new teaching situation for which they had not been trained. They had little or no experience in teaching in teams nor in individualizing instruction. Teaching in teams requires more time for meetings than teaching alone or in pairs. Moreover, teachers in lofts found little or no time during the day to correct, plan, or do related work. They did it at

night and week ends. There also were problems of conferring with individual children when other children were working or playing nearby.

One teacher believed that the loft indirectly imposed more structure upon her teaching style than a self-contained classroom. She found that, in the loft, grouping was largely on the basis of ability. Also, she had to adhere more strictly to a schedule because of team teaching. For instance, she could not tie up other teachers who were expecting her pupils nor could she delay pupils who were scheduled to come to her at a specified time.

Some teachers felt that the combination of loft and year-round calendar is difficult for primary children. They believe primary children should have the stability of a continuous teacher. One LAC-A teacher expressed the same concern for her pupils.

Storage was the second topic which some teachers mentioned as a complicating aspect of the YRS. The difficulties varied according to whether the teachers taught in lofts or self-contained classrooms. Most loft teachers believed that extra bookcases and flat areas for displays would help. Cited as an example is the teacher who prefers to keep the 40 math workbooks of pupils assigned to her for math so she can correct them at her convenience. This means she must store them in her book cart or bookcase. Also cited is the teacher's inventory at the primary level which includes not only textbooks and supplies but materials for projects: toilet paper rolls for puppets, baby food jars for paper weights, and orange juice cans for scissor hangers or pencil holders, and magazines for cut-outs. These must be stored until she needs them.

The situation is evidently different for the finger-type school. Because of the change of classrooms every nine weeks, the teacher cannot store her materials permanently in a classroom. For someone who sets up the room with much equipment this can cause a problem. The provision of mobile cabinets reportedly has helped. Some teachers have discarded many of their materials and others take materials home during the vacation.

According to some teachers, there has been a problem with state textbooks. Occasionally teachers and pupils ha e taken the reading books home during intersession. Thus, the incoming attendance section and their teacher did not have the books available to them. The increased number of combination classes has added to the problem of textbooks because teachers require textbooks for several grade levels instead of one grade level.

A third complicating factor was scheduling which resulted from the fact that at no time were the total staff or the total student body present. Staff meetings were difficult to schedule and communication in general became more complex. Special events such as the Christmas program, testing, classroom voting, and field trips were usually missed by most pupils out on vacation.

The fourth complicating factor was mentioned by some teachers at the finger-type school. This was the need for air-conditioning throughout the school. The other three year-round schools have air-conditioning.

Pupils' vacations came in for some comments. It was pointed out that frequently pupils returned to school after a few days off. Sometimes these visits were constructive as when the pupils used the library, had lunch, or helped tutor

younger children, but sometimes the visits disrupted the school. Future policy may have to be set in regard to the visits of vacationing children.

Most teachers observed that the children who attended intersession classes liked them and benefitted from the instruction. There were two points of view regarding the purpose of intersession. Some believed that the intersession program should stress academic work. Others believed that, given the community which is too new to have organized recreational programs, the intersession program should not be "work" oriented but rather should provide recreational activities. Some teachers also expressed concern that a few children who attended all the intersession classes were not getting a sufficient respite from schooling.

Regarding parents' reactions to the YRS, the teachers were of the impression that parents were overwhelmingly positive. There was only an occasional negative remark. The conflict between the year-round schedule and the traditional schedule of Junior and Senior High School students seemed to cause difficulties for some parents.

It should be mentioned that teachers remarked on the greater wear and tear of textbooks, equipment, and supplies. It was also stated it was easier to get materials during the summer months from County and District centers, especially popular items such as open-ended language series.

Spaced vacations and extended contracts were the YRS features which affected the personal as well as the work lives of the teachers. The spaced vacations were greatly appreciated by the professional teacher. Teachers who were on the 184-day contract say that the interval gave them an opportunity to take inventory,

so to speak, of the preceding nine weeks, to consider what had happened to the pupils and to plan for the following nine weeks in the light of their assessment. They pointed out that they used to plan in the summer. Now they do it more continuously. Apparently, the three-week break gives teachers a chance to get pupils in perspective and plan better for them: "A chance to think."

From a personal point of view, most teachers liked the spaced vacations. They felt more rested, refreshed, and experienced less sickness than under the traditional calendar. Several teachers mentioned that they were making better plans for their vacations than when they had off three consecutive months. Somehow with periodic breaks they made better plans to get away. They also found that the chance to tour off-season was, in the words of one teacher, "fantastic." Travel off-season was cheaper, less crowded, and provided a chance to travel at times other than summer. For example, one teacher explained, "It was the first time in 15 years that I could see Colorado in autumn colors." One teacher liked the spaced vacations because she could be with her two-year-old son more frequently. By the same token, her mother, who was the baby sitter, got a welcomed relief from her baby sitting responsibilities.

A divergent point of view in regard to the spaced vacation was expressed by a few teachers who reported three weeks was not a sufficient length. They used the first week for closing up, the second week to be at home, and the third week for planning and getting ready for the next session. One of these teachers exclaimed, "With the three-month vacation, you could <u>really</u> unwind! "

Extended contracts got mixed reactions. Some teachers on extended con-

tracts claimed they were not fatigued nor otherwise pressured by the added work. However, there was a greater number of teachers who said the extended contract was a strain. Some teachers who were on the 238-day contract stated they could not take another year without more vacation. The strain was too much. They will seek more days off next year or ask for a transfer out of the YRS. As a matter of fact, during the year, six teachers requested a reduction in the number of days contracted. A few cautioned that a first-year teacher should not be allowed to attempt a 238-day contract.

Extended contracts were seen by some teachers as an opportunity to earn more money. Others believed it was imperative to have extended contracts in order to provide continuity of instruction and record keeping.

Scheduling inservice activities and college work has been difficult. For example, the YRS teachers were not able to participate in the Professional Growth Day. Teachers who are working toward an advanced degree claimed that many required college courses are offered in the daytime of the summer term. Hence, the year-round schedule prevented them from completing the courses.

So much for comments about adjustment to YRS. Following are some recommendations made by teachers.

1. Establish a central storage space at the finger-type school in order to coordinate the distribution of textbooks and materials. Provide in lofts secure storage for pupils and also more bookcases and flat areas.
2. Coordinate college courses for the YRS. For example, ask colleges to give three-week courses or at least be aware of the needs of teachers

on YRS schedules.

3. Provide a Professional Growth Day.

4. Provide substitute teachers so that LAC-A and Miller-Unruh teachers can go on vacation.

5. Provide air-conditioning for the finger-type school.

6. Develop intersession program for kindergarten children.

7. Provide kindergarten teachers with a longer break between end of year and start of new year. At end of year teachers have room and materials for children who are ready for first grade. They must take inventory and store these materials before setting up room for very young children who have never attended school. The two groups of children require two very different kinds of environments.

8. Allow teachers time to prepare materials and schedules before launching into the YRS. This is especially true for first-year teachers.

9. Have more workshops on individualization of instruction.

10. Increase sensitivity to needs of young children who might need a protective environment (stability of space, teacher, and time). Teachers noted that some children were starting at five and a half years of age and were more immature than the six-year-olds starting first grade. The younger children cried more easily and were afraid of older children.

11. Allow length of teacher's contract to be flexible, that is, allow teacher' to choose length of contract and vacation periods.

12. Extend period for checking out materials from District and County from two to three weeks.

The average rating assigned on a scale of 1 to 7 by the teachers to the YRS was 5.7. As 4 is considered the midpoint, the average rating of 5.7 indicates a generally favorable attitude toward the year-round school. Considering all the adjustments reported by the teachers in the first year of implementing the YRS, the rating more likely indicates high acceptance of the year-round concept. At year's end only ten teachers requested a transfer out of the YRS and of these, four withdrew the requests.

A closer look at the data showed that 26, or 60% of the teachers who were interviewed, assigned the high ratings of 6 and 7 while 4, or 9%, assigned the low ratings of 2 and 3. It seems that the year-round school was not a satisfactory experience for a few teachers. The finding suggests that in staffing the YRS, an attempt should be made to match the schools' expectations with the teacher's needs. (In this connection, the teachers' reasons for requesting a transfer out of the YRS may be instructive. Ten requests were received. Three who later withdrew their request did not specify the reason. Three teachers were dissatisfied with the YRS in general; two teachers wanted to attend summer school; one did not like teaching in a loft; and one did not like teaching in a loft with a year-round schedule.)

(c) Length of Contract. An unusual feature of the YRS is that it allows contracts to be extended beyond the traditional length. Table 25 shows that 51% of the regular teachers signed a contract of traditional length, that is, for 184 to 189 days. Forty-nine per cent signed an extended contract and of these, fifteen per cent signed a contract for 230-238 category. Seventy-five per cent of the

Table 25

Percentage of Teachers by Days Contracted to Work in Year-Round School During 1971-72 School Year

	Days Contracted			
	184-189	190-209	210-229	230-238
Regular Teachers (N = 114)	51%	13%	21%	15%
Special Teachers (N = 12)	17%	00%	08%	75%

special teachers (Miller-Unruh and LAC-A) were assigned the 230-238 days contract.

Further analysis of the data revealed variations among certificated personnel (Tables 25a and b in Appendix E). Length of contract appeared to be influenced by school, sex of teacher, and, moderately, by age. Schools A and B had similar distributions but school C was almost exclusively tied to the 184-189 contract and school D had the highest proportion of 230-238 contracts. Women favored the 184-189 category and men favored the 210-229 category. Although the 184-189 contract was signed most often by all age groups half of the teachers under age 50 signed one of the extended contracts.

(d) Attendance. Does the number of sick days taken by a teacher vary with the type of contract she holds? Do YRS teachers on extended contracts, for example, take more sick leave than the teachers on a traditional contract? Answers to questions such as these were sought by examining the attendance records of teachers.

The attendance records of teachers at the finger-type and one of the open-space year-round schools were compared to those of teachers at two comparable schools with traditional calendar. The traditional schools were matched on the basis of their pupil population and the school architecture. In addition, the attendance records of the YRS teachers at the four year-round schools were examined and comparisons were made between teachers on the 184-189 day contract and the teachers on extended contracts.

The number of sick days were tallied for each teacher (one YRS and two

TDS extreme cases were excluded). The data are summarized in Table 26. YRS teachers on the 184-189 contract averaged 6.1 and TDS teachers had an average of 6.9 sick days. Analysis of variance on the averages shown in Table 26 indicated no significant differences among the three groups of teachers. The analysis of the difference between YRS teachers on the 184-189 day contract and TDS teachers, summarized in Table 27, indicates that the difference does not reach the .05 level of statistical significance.

Table 26

Average Number of Sick Days Taken
by Teachers at Two Traditional and Two Year-Round Schools
by Type of Contract

Type of Contract	Number of Teachers	Average Sick Days
YRS: 184-189 days	43	5.4
YRS: extended: 190-238 days	18	6.1
TDS: 184 days	47	6.9

Note: Analysis of variance indicates no significant difference ($F = 1.83$, $df = 2/115$.)

Table 27

Comparison of Sick Leave Taken by Teachers at Two Traditional Schools and Teachers on 184-189 Day Contracts at Two Year-Round Schools

Type of Contract	N	M	SD	t Test
YRS: 184-189 days	43	5.4	4.10	1.73
TDS: 184 days	47	6.9	4.17	

According to the data in Table 28, which compares classroom teachers at the four year-round schools, the teachers on the 184-189 contract averaged 5.2 sick days and the teachers on extended contracts averaged 6.5 sick days. The difference did not reach the .05 level of significance.

Table 28

Comparison of Sick Leave Taken by Classroom Teachers at Four Year-Round Schools by Type of Contract

Type of Contract	N	M	SD	t Test
184-189 days	59	5.2	4.20	1.46
Extended: 190-238 days	53	6.5	5.37	

The data in Tables 26, 27, and 28 represent the sick leave averaged by the number of teachers in a contract category. Another way of considering the sick leave is to ask: What proportion of contracted days were taken as sick leave? When examined in this manner, the data showed that three per cent of the days contracted were taken as sick leave by YRS teachers on the 184-189 contract and also by those on extended contracts. In other words, the YRS teacher in the 184-189 day category averaged fewer sick days than the teachers on extended contracts; however, the proportion of sick days to working days was the same for both groups. TDS teachers took four per cent of their contracted days as sick leave.

(e) Teacher Morale. Teacher morale was assessed by comparing the responses of YRS teachers to an attitudinal questionnaire against the publisher's norm. In addition, two year-round schools were compared to two schools with the traditional calendar.

Procedure. Teachers completed an attitudinal questionnaire at the start and again at the end of the school year. In order to encourage candid replies, a procedure was devised to ensure the anonymity of the respondent. The principal at each school assigned an identification number to each teacher. The teacher wrote the number on the pre- and post-questionnaires which she or he submitted directly to the district's research office. The principal did not see the questionnaire and the research personnel did not see the principal's list. Thus, at no time were responses matched to an individual. Completed pairs of pre and post-test forms were received from 68% of the YRS teachers.

TDS schools were selected on the basis of their pupil population and their architecture of the school plant. Pupils' mean IQ, achievement and ethnic composition defined comparable populations. Obviously, more subtle variables qualify teacher-pupil relations but these three allowed a standard and objective measure. Similarly, a school's environment involves complex facets. Yet, whether a school has open classroom space or finger-type architecture is an economical indicator of the style of teaching facilitated at the school. Two of the district's TDS schools met both criteria, one school with finger-type and the other with open space architecture. They were matched to the YRS finger-type school and one of the three open space YRS.

The Purdue Teacher Opinionaire, administered at the start and end of the school year, measured teacher morale. The 100-item instrument requires teachers to mark on a four point scale the degree to which they agree or disagree with the statement. The opinionaire yields a total score reflecting the general level of a teacher's morale. It also provides sub-scores on the following ten factors:

1. Teacher Rapport with Principal which deals with the teacher's feelings about the principal.
2. Satisfaction with Teaching which pertains to teacher relationships with students and feelings of satisfaction with teaching.
3. Rapport among Teachers which focuses on a teacher's relationship with other teachers.
4. Teacher Salary which pertains primarily to the teacher's feelings about salaries and salary policy.
5. Teacher Load which deals with such matters as record-keeping, clerical work, community demands, extra-curricular load, and keeping up-to-date professionally.
6. Curriculum Issues which solicits teacher reactions to the adequacy of the school program in meeting student needs and in preparing students for effective citizenship.
7. Teacher Status which samples feelings about prestige, security, and benefits afforded by teaching.
8. Community Support of Education which deals with community understanding and willingness to support a sound educational program.

9. School Facilities and Services which has to do with the adequacy of facilities, supplies and equipment, and the efficiency of the procedures for obtaining materials and services.

10. Community Pressures which gives special attention to community expectations of a teacher's personal standards, his participation in outside-school activities, and his freedom to discuss controversial issues in the classroom.

Sample items follow:

5. Our principal shows favoritism in his relations with the teachers in our school.

19. Teaching gives me a great deal of personal satisfaction.

84. Other teachers in our school are appreciative of my work.

9. I am satisfied with the policies under which pay raises are granted.

11. The extra-curricular load of the teachers in our school is unreasonable.

97. This community is willing to support a good program of education.

Findings. The data were summarized for the two traditional and the two year-round schools, and by individual schools. Data pertaining to YRS teachers were also summarized by sex, education, and age. Figure 2 depicts the average total scores achieved by the various groups. The dark vertical line at the 341 score indicates the publisher's norm.

For the purposes of the present evaluation the noteworthy point revealed in Figure 2 is that YRS and TDS teachers started below the publisher's norm but ended the year at the norm. Thus, there was no difference in teacher morale between traditional and year-round schools. Apparently, the reported extra

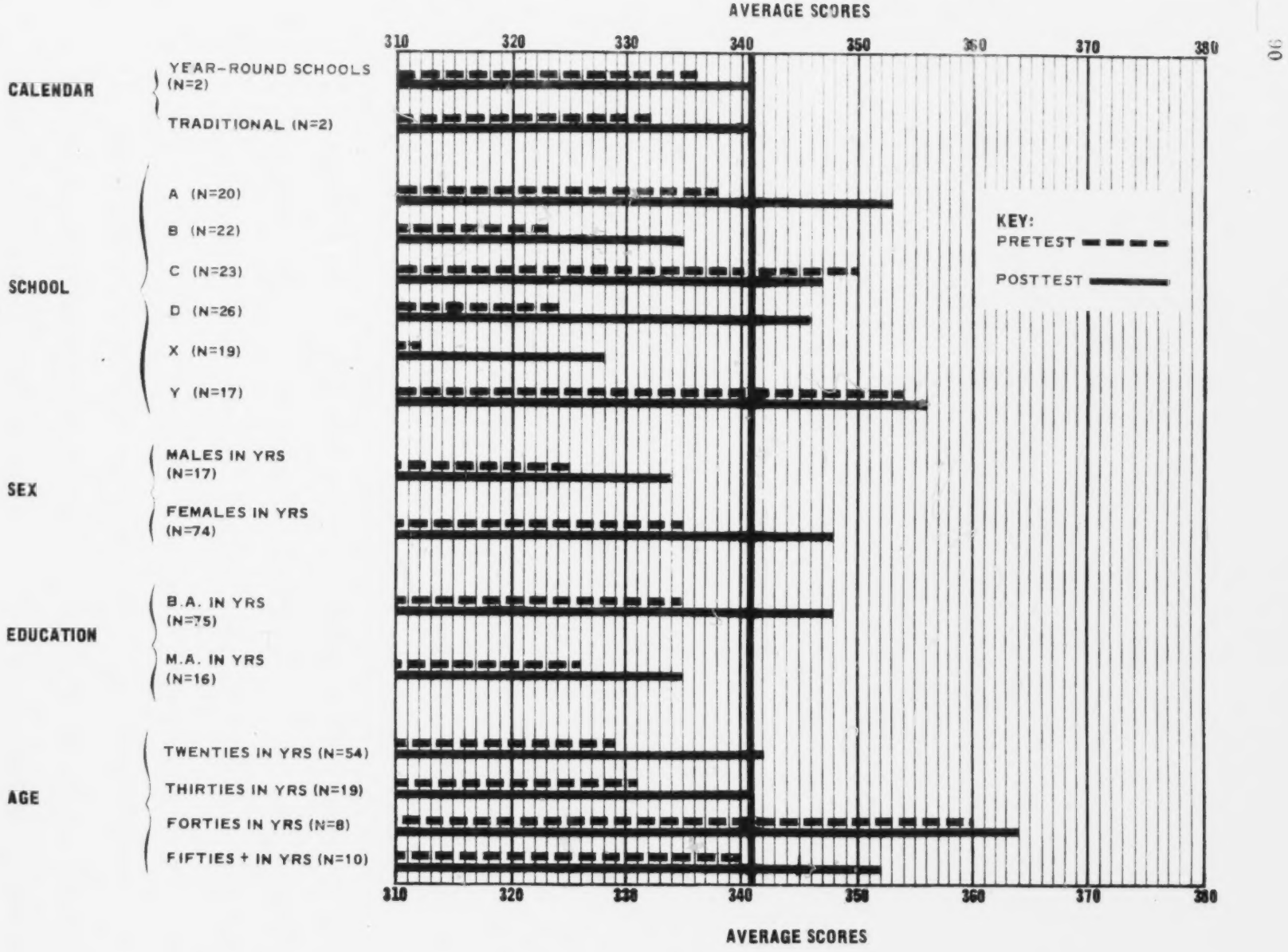

FIGURE 2. COMPARISON OF PRE AND POST SCORES ON PURDUE TEACHER OPINIONAIRE

demands which the new calendar imposed on YRS teachers did not adversely affect their morale.

An examination of the factor scores showed that differences between the two sets of schools were negligible. As a matter of fact, gains or losses on any one factor were minor for the two traditional and the two year-round schools.

As can be noted in Figure 2, differences existed among the schools. Schools B and C represented the year-round schools and schools X and Y represented the traditional calendar schools. It appears that the differences within each group of schools were greater than those between the two sets. Table 25a, Appendix F lists the factor scores by school.

Differences can also be noted in Figure 2 among the YRS teachers. Sex, education, and age influenced the total scores. Women, teachers without an M. A., and teachers forty years or older tended to have more positive attitudes than did men, holders of an M. A., and the under-forty.

FINANCES

Information regarding some of the financial aspects of the year-round school was obtained by an interview with the Assistant Superintendent, Business Services. He pointed out that the important financial savings of the year-round program came from avoiding the cost of purchasing a land site and constructing a new school building. He estimated the saving at about $1,000,000 for the site and construction and another $1,000,000 in bond interest costs.

The budget for operational expenditures in the year-round schools is based on the same per pupil costs as in the traditional schools. Thus, although some short term savings could be claimed, no long-term differences in operational cost are anticipated between the two programs. The Assistant Superintendent did point out some differences: During an eight-month period, the cost for gas and electricity at the year-round schools was $7.18 per pupil enrolled, and at four comparable traditional schools it was $7.86 per pupil enrolled. He also observed the argument could be made that the year-round program got more for the money in services which are contracted on a twelve-month basis, such as, for example, building insurance.

PART III. DISCUSSION

Based on the data in this report, it appears that in its initial year of operation at four elementary schools, the year-round schedule gained the acceptance of parents and school staffs. Moreover, the transition from a traditional calendar to a year-round schedule evidently occurred without detriment to the academic achievement and attitudes of pupils and to the morale of teachers; nor did the transition incur additional operational costs. Perhaps the central issue raised by the findings is the relationship between the year-round schedule and the instructional program. Two features of the year-round plan are particularly relevant: the rotation of pupils and the intersession program.

The strategies adopted by teachers to cope with the rotation of pupils influenced such aspects of instruction as the grouping of pupils, the length of curriculum units, the numbers of pupils for which a teacher is responsible, the size of teams of teachers, the maintenance of records, and conferences with pupils. For example, it was noted in the plans for the assignment of pupils that some teachers moderated the flux of pupils by assigning a teacher to pupils from one attendance section (Plan A), other teachers grouped pupils by ability (Plan B), or by subject matter area (Plan D). Teachers in Plan A tended to organize the curriculum into nine-week units whereas teachers in Plans B, C, and D tended to make three-week plans. In brief, the adjustment to the rotation of pupils either introduced or reinforced certain instructional practices. What remains to be examined is which adjustments can facilitate or hinder a desirable educational program.

The rotation of pupils presented a challenge to the children as well as to the teachers. Some pupils missed their friends who were assigned to other attendance groups. Some pupils expressed difficulty in "catching up" when they returned to the on-going program. These difficulties require attention; but a far greater concern would seem to be the meaning that pupils attach to the periodic change of peer group, of classroom space, and sometimes of teacher. Such a concern suggests two points for study: (a) The importance to school children of continuity in relationships with peers, elements of the physical environment, and a teacher figure; and (b) The values pupils may acquire in the process of adjusting to the transient aspects of the year-round schedule. These difficult issues comprise what is often referred to as the "hidden curriculum."

Reports from the teachers and pupils regarding the intersession program raise two questions. The first concern the purpose of intersession classes and their coordination with the regular school program. It appeared from some of the comments that the community expects intersession to provide recreational as well as, or instead of, activities of an academic nature. Such an expectation is understandable because of the recent development of the neighborhoods and their lack of recreational facilities, parks, libraries, and churches. The possible difference between conventional expectations and those of these particular school communities merits attention. A future study might examine the program's goals, means of implementation, and its relationship with the total school program.

The second question suggested by the teachers' comments regard the number of intersession classes for which children enrolled. Teachers feared that a few children who attended all or most of the sessions did not get a sufficient respite from schooling. It may be worthwhile to examine in greater detail the relationship between pupils' well-being and the frequency of their attendance at intersession classes.

APPENDIX A
PARENT INTERVIEWS: INSTRUCTION AND FORM

Instructions for Conducting the Interviews with Parents

1. Identify yourself by name and position with the district.
2. Use a businesslike yet pleasant friendly voice. Keep a neutral stance . . . we do not wish to influence parent one way or the other.
3. If parent requests you call back at a more convenient time, note it on the questionnaire and make every effort to make the call at that time. Record either Mr. or Mrs. by parent's name on interview sheet, depending on whom you get on the telephone.
4. Use the review questions as a warm-up period to establish rapport.
5. Sometimes the answer won't be as specific as you would like. You can either probe further or in some cases the additional comments of parents can help you decide which answer to check. The spaces between questions are provided so that you can report the gist of any additional comments parents might make.
6. For questions that ask for explanation, such as 4 and 7 try to get the important ideas down, the gist of what they say. Don't try to take it down word for word.
7. Ask question #8 only if they have indicated in the background information that they have children attending junior or senior high school.
8. Use reverse of page if needed to write comments.
9. A typical interview should take from 4 to 6 minutes. Some, if parents make a lot of comments, might take longer and of course, some less.

10. If no contact is made when calling during the day, this may indicate the parent works and will have to be contacted in the evening. When making evening calls, don't call at dinner time - - 5 to 7 o'clock.
11. If it is obvious the parent speaks only Spanish, make a note of this and Mrs. Howard will make these calls.

Parent Interview Schedule - April 1972

Parent Name_____ Telephone Number_____

Female_____ Male_____ School_____ Section_____

Good Morning/Afternoon. I am ___(name)_____ and I'm ___(connection)___ with the Chula Vista City School District.

Mr./Mrs._____, perhaps you remember someone from the school district telephoned you at the beginning of the year to get your opinions of the year-round school?

I am calling now to get your opinions after a year's experience in the program. Is it convenient for you at this time to answer a few questions concerning year-round school?

IF YES - Continue
IF NO - When could I call back that would be more convenient?

According to the interview you had at the start of the year:

1. You have _____ children in elementary school.

2. and _____ ___ children in Junior or Senior High School, Is that correct?

3. Are you connected with the military? YES_____ NO_____

   A. If yes: Are you or is your husband in active service?
      YES_____ NO_____

   B. If yes: Working as a civilian for the military?_____

   C. If yes: Or retired military?_____

4. If in active military:

   A. Is there any difficulty with the year-round program for military families? YES_____ NO_____ EXPLAIN_____
   _____
   _____

   B. Is there an advantage to the year-round program for military families? YES_____ NO_____ EXPLAIN_____
   _____
   _____

5. Do you favor the year-round program or the regular school program?

   Year-Round_____ Regular_____ Undecided_____

6. What do you think is your child's/children reaction to the year-round schedule?
   Likes_____ Doesn't like_____ Don't know_____

7. Your child has had several 3 weeks vacations. What has he/she done during these vacations?

8. IF there are Junior or Senior High school children:

   Has the difference between your high school children's schedule and your younger children's schedule caused you any problems?
   YES_____ NO_____

   IF YES, please explain_____
   _____

9. Have you any plans for this year's vacation? YES_____ NO_____

   IF YES: (a) When did you make your plans?

   (b) When will you go on vacation?

   (c) How long will the vacation be?

   IF NO: (a) When do you usually make your plans?

   (b) Do you usually go away?

   (c) For how long?

10. Has the year-round schedule made a difference to your vacation plans?

    IF YES, please explain _____
    _____

11. Has the year-round schedule made you do things differently? e.g. winter vacation? _____ Buying school clothes at different time _____. Different baby sitting arrangements _____
    _____
    Other (explain) _____
    _____

12. What do you see as the advantages of year-round school? _____
    _____
    _____

13. What do you see as the disadvantages of year-round school? _____
    _____
    _____

14. Is there anything else you would like to mention about the year-round schedule? _____
    _____
    _____

Thank you very much Mr./Mrs. _____

Parent Name _____ Telephone Number _____

School _____ Section _____

Good Morning/Afternoon. I am __(name)___ and I'm _____ the Chula Vista City School District. We are trying to get some information from parents who have children attending Year-round school. Is it convenient for you at this time to answer a few questions concerning Year-round school?

If yes - Continue
If no - When could I call back that would be more convenient?

Background Information (This information available from in school records.)

How many children do you have in elementary school? _____

Do you have children in Junior or Senior High School? Yes _____ No _____

Have your children attended an elementary school in Chula Vista before this school year?

Yes _____ No _____

Are you a military connected family? Yes _____ No _____

1. Do you favor the Year-round program or the regular school program?

Year-round _ _ Regular _____ Undecided _____ Comments:

2. If favors Year-round - What do you see as the main advantages for children attending school on the Year-round schedule?

3. If favors regular - What do you see as the main disadvantages for children attending school on the Year-round schedule?

4. What do you think is your child's/children's reaction to this new Year-round schedule? Comments:

5. If there are children in Junior or Senior High School - Has the fact that the Junior or Senior High School is not on the Year-round plan had any effect on your family? Comments:

. Has the Year-round schedule had any effect on your vacation plans for this year?

Yes _____ No _____ Somewhat _____ Comments:

. Has the Year-round plan had any effect on your family's usual summer activities such as Picnics, Camping, Swimming, Baseball?

Yes _____ No _____ Somewhat _____ Comments:

. Did you find the information sent out by school officials in preparation for starting this school year - such as announcements, schedules, and assignments helpful?

Yes _____ No _____ Somewhat _____ Comments:

. We have sent out three information sheets called "Lettergrams." The most recent was sent about July 15, the other two in June. Have you been receiving the Year-round school lettergrams?

Yes _____ No _____

If answer is Yes - Do you find the lettergram helpful to you? Yes _____ No _____

. In regard to the manner in which you received information concerning the need for going on the Year-round plan:

Did you receive written information? Yes _____ No _____ Comments:

Did you attend meetings? Yes _____ No _____ Comments:

Was the explanation clear to you? Yes _____ No _____ Comments:

. Are there any other feelings or comments about the Year-round program you would like to give us at this time?

APPENDIX B

SUMMARY OF SURVEY CONDUCTED AT ONE YEAR-ROUND SCHOOL TO OBTAIN PARENTS' OPINIONS

Silver Wing School

July 26, 1972

Dear Parents,

As we begin a new school year we would like to ask you for your reactions to several aspects of our program. Our staff works hard to improve opportunities for your children in school, and we sincerely wish to involve as many parents as possible in decisions affecting your children. Please feel free to talk to any of our staff about these items or anything else that concerns you or your children.

Sincerely,

Gunnar Ostrand
Principal

How do you feel about the Year-Round schedule ?

83% I like it
17% Do not like it

Comments: _____

How do you feel about the Open Space Classroom ?

71% I like it
29% Do not like it

Comments: _____

How do you feel about Conferencing rather than Report Cards ?

68% like the Conferences
32% Prefer a Report Card

Comments: _____

Did you receive enough information about your children's progress during the last school year ?

79% Yes
21% No

Comments: _____

Do you feel that your children and other children are learning to get along with others, are developing better self discipline, and are learning to "behave ?"

86% Yes
14% No

Comments: _____

Do you feel that your children, and other children are learning Reading. Mathematics and other subject matter as well as they should?

71% Yes
29% No

Comments: _____

What would you like to see changed at Silver Wing?

_____

Other comments: _____

APPENDIX C

FORMS USED TO SURVEY PUPILS' PREFERENCES FOR SCHOOL CALENDAR

CHULA VISTA CITY SCHOOL DISTRICT

BALLOT (May 1972)

SCHOOL _____ GRADE _____ TRACK _____

WHICH DO YOU LIKE BETTER?

Regular school schedule (long summer vacation) _____

Year-round school schedule (three or more weeks of vacation four times a year) _____

Note: Half of the forms showed the choice for regular school first, the other half showed the choice for year-round school first.

CHULA VISTA CITY SCHOOL DISTRICT

Questionnaire (October, 1972)

SCHOOL_____GRADE_____SECTION_____BOY_____GIRL_____

MILITARY FAMILY YES_____ NO_____

BROTHERS,SISTERS JUNIOR OR SENIOR HIGH SCHOOL YES_____ NO_____

1. If you had a choice, would you like to attend school on the year-round schedule or the same school on a regular schedule? Check one below.

   Regular school schedule (long summer vacation) _____

   Year-round school schedule (three or more weeks of vacation four times a year? _____

2. What do you like about going to school on the year-round schedule?

3. What don't you like about going to school on the year-round schedule?

APPENDIX D
MEMO AND FORM SENT TO YRS TFACHERS

Memo Sent to Year-Round School Teachers

Chula Vista City School District

May 18, 1972

TO: TEACHERS IN YEAR-ROUND SCHOOLS

FROM: Henriette M. Lahaderne

SUBJECT: EVALUATION OF YEAR-ROUND CALENDAR

A very important objective of the evaluation of year-round schools is to describe the demands the new calendar has made of teachers. In an effort to learn about these demands and the adjustments you have made, we interviewed one-third of each school staff. We limited the sample to one-third because we did not want to take up too much of your time, and we believed that the reactions of one-third of the staffs would be representative of the entire staffs.

The question now is: Did the comments of the interviewed teachers in fact reflect the reactions of most teachers? Attached is a summary of: (1) the rating the teachers assigned to the year-round program and (2) the comments they made. How would you rate the year-round school on a scale of 1 to 7 (1 is the lowest possible rating and 7 the highest)? Do you have any comments you would like to add to those of our sample? Please let me know by filling out the attached form. Or, if you prefer call me on extension 259.

HML:sh

Form Sent to Year-Round School Teachers

Name (optional)_____

School_____ Grade_____ Length of Contract_____

1. Please circle the rating which best indicates your reaction to the year-round calendar.

1 2 3 4 5 6 7

A rating of "1" is the lowest possible rating you can assign.

A rating of "7" is the highest possible rating.

"4" is a middle rating.

2. Does the summary reflect your experience with the year-round calendar?

_____

Comments:

Please return as soon as possible to: Henriette M. Lahaderne
Curriculum Department
Education Building

TABLES SUMMARIZING TEACHER CONTRACTS

Table 25a

Percentage of Certificated Staff by Days Contracted to Work in Four Year-Round School 1971-72

Schools	DAYS CONTRACTED			
	184-189	190-209	210-229	230-238
A (N=35)	94%	00%	00%	06%
B (N=33)	46%	18%	24%	12%
C (N=31)	94%	00%	00%	06%
D (N=31)	13%	06%	26%	55%
Total (N = 130)	48%	12%	19%	21%

Note. - Includes regular and special teachers and librarians

Table 25b

Percentage of Males and Females by Days Contracted to Work in Year-Round Schools, 1971-72

	DAYS CONTRACTED			
	184-189	190-209	210-229	230-238
Females (N = 103)	53%	13%	14%	20%
Males (N = 27)	30%	07%	41%	22%

Note. - Includes regular and special teachers and librarians.

APPENDIX F

AVERAGE SCORES ON FACTORS OF PURDUE TEACHER OPINIONAIRE
BY SCHOOL

FACTORS	YEAR-ROUND SCHOOLS					TRADITIONAL SCHOOLS		
	A (N=20)	B (N=22)	C (N=23)	D (N=26)	TOTAL N=91	X (N=19)	Y (N=17)	TOTAL (N=36
Teacher Rapport with Principal (70)*								
Pretest	69	62	71	60	65	64	74	69
Posttest gain/loss	+4	+6	+2	+10	+6	+7	+1	+4
Satisfaction with Teaching (73)								
Pretest	73	71	72	70	71	68	72	70
Posttest gain/loss	0	+2	0	+1	+1	0	0	0
Rapport with Teachers (49)								
Pretest	48	46	48	47	47	45	51	48
Posttest gain/loss	+4	+2	+1	+2	+3	+2	0	+1
Teacher Salary (21)								
Pretest	24	21	24	23	23	21	23	22
Posttest gain/loss	0	-1	-1	0	0	0	-1	0
Teacher Load (39)								
Pretest	33	37	37	35	36	35	38	36
Posttest gain/loss	+3	0	+1	+3	+1	+2	-1	+1
Curriculum Issues (15)								
Pretest	16	16	17	15	16	14	18	16
Posttest gain/loss	+2	0	0	+2	+1	+2	0	+1
Teacher Status (25)								
Pretest	26	24	28	26	26	21	26	24
Posttest gain/loss	+1	+1	-2	+1	0	+2	0	0
Community Support of Education (16)								
Pretest	15	15	17	15	15	13	17	15
Posttest gain/loss	0	0	-2	+2	+1	+1	+1	+1
School Facilities and Services (15)								
Pretest	17	14	17	16	16	14	17	16
Posttest gain/loss	0	+1	0	0	0	+1	+1	0
Community Pressure (18)								
Pretest	17	17	18	17	17	16	18	17
Posttest gain/loss	0	+1	-1	+1	0	0	0	0
Total Score (341)								
Pretest	338	323	350	324	333	312	354	332
Posttest gain/loss	+15	+12	-3	+24	+12	+16	+2	+9

NOTE: Average factor scores were rounded to the nearest unit.

* Figures in parentheses represent publisher's norm.